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**A STUDY ON VOCABULARY LEARNING STRATEGIES  
OF TURKISH EFL LEARNERS AT KTO KARATAY  
UNIVERSITY PREPARATORY SCHOOL**

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**ÖZET****KTO KARATAY ÜNİVERSİTESİ HAZIRLIK OKULU'NDA İNGİLİZCE  
ÖĞRENEN TÜRK ÖĞRENCİLERİNİN KELİME ÖĞRENME STRATEJİLERİ  
ÜZERİNE YAPILAN BİR ÇALIŞMA****Nida GÜRBÜZ****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Bilim Dalı****Danışman: Yrd. Doç. Dr. Ece SARIGÜL****Kasım 2016, 110 sayfa**

Bu çalışmanın amacı, İngilizceyi yabancı dil olarak öğrenen hazırlık sınıfı öğrencilerinin en faydalı olduğunu düşündüğü “Çağrışım Strateji”sinin önemini vurgulamaktır. Bu çalışma hazırlık okulu öğrencilerinin kelime öğrenme stratejilerini artırmıştır. Çalışmanın katılımcıları özel bir üniversitede öğrenim gören ileri düzey öğrencilerden oluşmaktadır.

Bu çalışmada, araştırmacının hedefi kelime öğrenme sürecinde öğrencileri teşvik etmek olmuştur. Bu çalışmanın deneysel süreci yaklaşık altı haftada tamamlanmıştır. Öncelikle, ileri düzey hazırlık öğrencilerine anket uygulanmıştır, anket sonuçlarının değerlendirilmesinden sonra öğrenciler için en uygun olan öğrenme stratejisinin “Çağrışım Strateji”si olduğu sonucuna varılmıştır. Bir deney grubu bir kontrol grubu seçilmiştir. Öncelikle, araştırmacının seçtiği kelimeleri öğrencilerin bilip bilmediklerini ölçmek için her iki gruba da ön test uygulanmıştır. Kontrol grubuna hiç bir uygulama yapılmazken, deney grubuna araştırmacı tarafından 6 hafta boyunca haftada 4 saat olan Okuma-Yazma dersinde “Çağrışım Strateji”sine göre kelime öğretimi uygulanmıştır. Daha sonra her iki gruba da son test uygulanmıştır. Çalışmanın sonuç bölümünde ise grupların son test sonuçları karşılaştırılıp “Çağrışım Strateji”sinin kelime öğretiminde ne denli etkisi olduğu tespit edilmiştir. Çalışmanın sonuç bölümünde ise İngilizce öğretmenlerine ve İngilizce öğrenenlere tavsiyelerde bulunulmuştur.

**Anahtar Kelimeler:** EFL (İngilizce Yabancı Dili), ön-test, son-test, kelime öğrenme stratejileri.

**ABSTRACT****A STUDY ON VOCABULARY LEARNING STRATEGIES OF TURKISH EFL LEARNERS AT KTO KARATAY UNIVERSITY PREPARATORY SCHOOL****Nida GÜRBÜZ****Master Thesis, English Language Teaching Department****Supervisor: Assist. Prof. Dr. Ece SARIGÜL****November 2016, 110 pages**

The aim of this study is to emphasize the importance of “Association Strategy” which preparatory school students think as the most useful strategy in vocabulary learning strategy. This study enhanced vocabulary learning strategies of preparatory school students. A group of intermediate level students were the participants of the study in a private university in Konya.

In this study, the researcher’s goal was to encourage students to take part in the vocabulary learning process. Experimental process of this study was completed about six weeks. Firstly, a questionnaire was implemented to preparatory class students who are intermediate. After questionnaire results were evaluated, it was decided that Association Strategy was one of the most appropriate strategies. A control and an experimental group were chosen. Firstly, a pre-test was applied both for the two groups in order to measure whether they knew the words which researcher chose. While implementation was not done to control group, implementation was done to the experimental group about 4 hours in a week in Reading and Writing lesson according to Association Strategy teaching. After that, post-test was implemented both for the two groups. Finally, pre-test and post-test results were compared and it was determined how Association Strategy was very effective in vocabulary learning. In the conclusion part of the study, some suggestions were given to teachers of English and EFL learners about effective vocabulary learning.

**Key words:** EFL (English Foreign Language), pre-test, post-test, vocabulary learning strategies.

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## LIST OF ABBREVIATIONS

**EFL:** English Foreign Language

**VLS:** Vocabulary Learning Strategy (is)

**VLSI:** Vocabulary Learning Strategy Inventory

**VLSQ:** Vocabulary Learning Strategies Questionnaire

**VL:** Vocabulary Levels Test

**L1:** the mother tongue or first language

**L2:** a term used to refer to both foreign and second language.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter, first of all, gives background information about vocabulary learning. The next step presents the statement of the problem. The third step states the purpose of the study and the research questions. Fourthly, it clarifies the significance of the study. Finally, definitions of the terms and abbreviations are presented.

To start with, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” Wilkins (1972). As we understand, vocabulary is the important aspect of language and vocabulary learning. During the process of learning language, vocabulary is very challenging to learn. One appropriate method to tackle the problem is to help learners to be independent learners while the process of L2 vocabulary learning, so that this could be succeeded via instructing learners to apply vocabulary learning strategies as effectually as possible.

Most researchers have shown that using vocabulary learning strategies is an effective way of vocabulary learning in EFL classrooms. (Cohen and Apehek, 1981: 221-236; Brown and Perry, 1991: 655-670; Ellis and Beaton, 1993: 533-558; Lawson and Hogben, 1996: 101-135; Gu and Johnson, 1996: 643-679; Schmitt, 1997: 199-228; and Fan, 2003: 222-241). In chapter 2, these strategies will be clarified.

#### **1.1 Background of the Study**

From the past to present, vocabulary learning was seen implicit and incidental because it was learned by the communicative approach. Yet implicit vocabulary instruction, used just, is not so effective. Therefore, to learn vocabulary explicitly is very important.

According to Xu (2009: 69), Vocabulary acquisition is crucial to students' traditional language skills: reading, writing, and listening. Without enough vocabulary, listening, reading, and writing is inefficient. However, vocabulary is also seen by the majority of language learners as one of the most problematic aspects of language learning (Gu, 1994). In the face of the importance of vocabulary knowledge for language

learners and the problems it poses to language learners, it is interesting to note that until the 1980's vocabulary was not seen as an inherent component of language learning and teaching, and the research on vocabulary acquisition which would form pedagogical basis for vocabulary learning and teaching practices was limited (Meara, 1980: 221-246).

Krashen (1989), considers the lack of vocabulary as the biggest barrier to conveying meaning, and thus regards vocabulary as the basic asset to the integration of four skills.

As it is mentioned by Sökmen (1997: 237-257), second language learners generally consider vocabulary learning has a major role in their language acquisition process and they moan about the difficulties that they encounter while learning vocabulary. English language teachers have recognized this problematic issue and they have questioned alternative ways to overcome this difficulty in different teaching settings. Sökmen suggests various pedagogical themes for the best implementation of vocabulary instruction in the classroom as expanding vocabulary vision, combining the new vocabulary with the old, designing vocabulary activities for improving learners' experience, supporting learners a long-term learning process, using different techniques, and facilitating learners to employ independent strategies.

According to Chamot and Rubin (1994: 771-776), effective teaching and using learning strategies depends on various aspects such as features of a learner, learner's vocabulary experience, learning context, vocabulary task, learner's level of proficiency, style of language related to the text. Nation (1990), suggests teaching three strategies for an effective learning: using prompts, using word parts, and guessing from context.

## **1.2 Statement of the Problem**

In Turkish education system, English is an obligatory subject in schools. However, it seems that many students have trouble in speaking. The Turkish education system constitutes significant goals that students have to accomplish such as writing and speaking. In this regard, after high school, students are expected to be an autonomous learner. However, In Turkey, it sometimes becomes impossible. Students do not have

the capacity to be an autonomous learner. Therefore, in the learning process, vocabulary inadequacy might be one of the causes that led to the problematic situation. It is widely known that vocabulary proficiency is so vital for language learner in a foreign language, and vocabulary deficiency may disrupt their comprehension skills and communication.

Vocabulary learning is an exhaustive period that necessitates observable effort and time in and outside the classroom. Traditionally, in many classrooms, learning vocabulary has been minor when compared to grammar. Therefore, the learners who want to improve their vocabulary knowledge are usually neglected and most of the learners do not have an idea about advancing in this process.

What is more, learners are in fact not conscious of the importance of knowing a word. Learners focus on just a few traditional vocabulary learning strategies like translation of a word and students try to cope with different tasks in four skills - reading, writing, listening, and speaking- with their limited lexis, and, therefore, they find themselves at a loss for words and, consequently, become embarrassed and frustrated (Baxter, 1980: 325-336). There may be some reasons for this problem: First of all, learners may not be conscious of strategies to improve their vocabulary knowledge. Secondly, they may not know how to take advantage of these strategies. Thirdly, they may not know that the process of vocabulary learning is long because these strategies require lots of effort in and outside the classroom. Considering that student should be taught about benefits of the variety of vocabulary learning strategies. Thus, this study especially focuses on one of the most important vocabulary learning strategies.

### **1.3 Purpose of the Study**

The important part of language learning is vocabulary learning. According to most researchers, teachers are responsible for giving necessary vocabulary to students to facilitate them to reach an adequate language user level. Thus, the main goal of this study is to survey the EFL classrooms' vocabulary learning strategies. The another goal of this study is to find which strategy is the best strategy and the most useful strategy. In vocabulary learning, several strategies are used but most teachers and students do not know their needs. According to their needs, strategies are chosen.



#### **1.4 Research Questions**

To achieve the above-mentioned research goals, this study explores the answers to the following research questions:

1. What are preparatory school Turkish EFL students' perceptions of vocabulary learning strategies?
2. What is the most popular vocabulary learning strategy used by the Turkish preparatory school EFL students?
3. Do Turkish EFL teachers in preparatory schools instruct Vocabulary Learning Strategies that they believe useful in their teaching practices?
4. Is there a meaningful difference in the pre-tests and post-tests of the experimental group and the control group?
5. Will the students' feelings be positive about the procedure?
6. Is there a significant difference of the learners who practice with Association Strategy and the achievement on vocabulary learning of the learner's activities?
7. "What are the learners' attitudes towards Association Strategy?"

#### **1.5 Significance of the Study**

Schmitt (2000), cites that vocabulary learning is a sub-skill of second language learning and scholars drew attention to the requirements for expanding learners' lexis. Hence, students take responsibility for learning vocabulary in vocabulary learning period.

General language learning strategies are mostly studied, however; vocabulary learning strategies has been underrated. The findings of this study may raise preparatory school students in EFL classrooms with the vocabulary learning strategies and may encourage them to learn suitable vocabulary learning strategies.

#### **1.6 Operational Definitions**

**Determination strategies** are strategies that learners comprehend the meaning of words by their own efforts.

**Social strategies** mean that learners collaborate with their classmates so that they can facilitate their learning. For example, they monitor their peers and search for a novel word by making inquiries (Schmitt, 2000).

**Memory strategies** Learners combine the novel words with their existing knowledge (Schmitt, 2000). For example, when the learner meets dish of a local place and works the name of the dish, this means that the learner recalls the dish associated with his/her existing knowledge.

**Cognitive strategies** These strategies are not related to mental development. As a common example of this strategy is reading and writing the new words repeatedly (Schmitt, 2000).

**Metacognitive strategies** These strategies are about independent learning. Learners observe themselves make their own decisions and assess their own development. Metacognitive strategies facilitate learner's relevant VLS choice that is sufficient for learning new words (Schmitt, 2000).

**Language Learning Strategies:** Learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area Information (Chamot, 1987: 71-83).

**Learner Autonomy:** The self-regulatory practices that a student undertakes in his or her learning (Oxford, 1999: 58-67).

**Learning Burden of a Word:** What needs to be taught about a word for an effective the way of vocabulary teaching (Nation 2001: 21).

**Strategies:** Specific techniques, actions, and procedures which language learners use consciously or unconsciously, in learning, thinking etc. (Richards et al., 1985).

**Vocabulary Learning Strategies:** A part of language learning strategies which in turn are a part of general learning strategies (Nation, 2001: 21).

**Experimental Group:** Students that received training on dictionary use while learning English in this study.

**Control Group:** Students that received no training on dictionary use while learning.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Introduction**

This chapter presents the theoretical structure of this study. First, it defines the definition of vocabulary and vocabulary construction. Secondly, it gives complete information and definitions about Language Learning Strategies. In the same time, the main classification systems of Vocabulary Learning Strategies are presented. Finally, interrelationships between Vocabulary Learning Strategies and Language Learning Strategies are enlightened. According to a number of researchers, in order to improve communicative competence and deal with students' lexical problems, acquiring a large number of vocabularies is necessary. What is more, McCarthy (1984: 12-22), supports that "the task of vocabulary learning is to see the distinction between knowing a word and using it" (Zimmerman, 1997: 14). When we look at these ideas, lack of vocabulary knowledge influences meaningful communication.

#### **2.2 Definition of Vocabulary**

Vocabulary is an irreplaceable part of the conversation and it is an inseparable part of any language learning period. Also, vocabulary knowledge is indispensable for communication and reading comprehension. One of the necessary constituents is words to make meaning no matter where it is. McCarten (2007) states that learners see vocabulary as a challenge in terms of various types of vocabulary to be learned, containing collocations, words, phrases and target vocabulary and also idioms, structures of grammar, and expressions. Based on learners' perspective, vocabulary tasks are very necessary for language learning.

Word knowledge has been clarified and defined with its various characteristics by different forms. On the other hand, Olmos (2009: 73-90), identifies productive vocabulary emphasizing on learners' self-requirements to transport via speaking or writing, recalling the word and articulating its particular oral or written form.

Waring and Nation (1997: 6-19), Kafipour et al, (2011: 305-315), suggest that 3000 to 5000 words are a requirement for comprehension, and as few as 2-3000 words for achieving productive goals. Therefore, in advance of concentrating on other vocabularies, this preface vocabulary should be found out.

### **2.3 Language Learning Strategies**

For adequate language proficiency, language learning is very vital. However, language learning strategies are ignored in the traditional education system. Learners have usually appeared as passive learners who are in need of stimulus and reinforcement. As the scholars expand their studies in the language-teaching field gradually, it is accepted that learners are active participants in a language classroom (Lai, 2005). Countless different definitions of Language Learning Strategies exist. In another definition for LLS, Oxford (2001: 166-172), includes the activities used by the learners that help their learning, and facilitate their retention and use of novel and existing information as well as the particular behaviors employed by the learners for a simple, quick, entertaining, independent, and adequate learning.

Indirect strategies include “Metacognitive”, “Affective”, and “Social” strategies while direct strategies contain “Memory”, “Cognitive”, and “Compensation” strategies. Each of these is divided into subscales. Oxford (2001: 166-172), defines a list with regard to the characteristics of LLS. In this list, Language Learning Strategies make easy communicative competence assist learners be an individual independent.

O’Malley and Chamot (1990), provide the classification of language learning strategies and distinguish strategies into three categories: cognitive, metacognitive and social/affective.

Cohen (1987: 43), referred to four main groups of strategies in order to commit new vocabulary items into the memory.

**Rote repetition:** Repeating the word and its meaning until it seems to have stuck;

**Structure:** Analyzing the word according to its root, affixes, and inflections as a way to understand its meaning;

**Semantic strategies:** Thinking of synonyms so as to build a network of inter-linking concepts, clustering words by topic group or type of word, or linking the word to the sentence in which it was found or to another sentence;

**The use of the mnemonic device:** Creating a cognitive link between an unfamiliar foreign language word or its translation by means of a cognitive mediator.

Weaver and Cohen (1997), classified strategies for acquiring new vocabulary items as follow:

**Categorization:** Categorization of new vocabulary according to meaning, parts of speech, formal vs. informal language forms, alphabetical order, or type of clothing or food;

**Keyword mnemonics:** Finding a native language word or phrase with similar sounds, and creating a visual image that ties the word or phrase to the target word;

**Visualization:** Visualization through mental images, photographs, charts, graphs, or drawing of pictures;

**Rhyme/Rhythm:** Making up songs or short ditties;

**Language transfer:** Using prior knowledge of native, target, or another language structure;

**Repetition:** Repeating words over and over again to improve pronunciation or spelling, trying to practice the words, using all four skills, writing newly sentences, making up stories using as many new words as possible, reading texts that contain new learned words, purposely using words in conversation and listening to them as they are used by native speakers.

## 2.4 Vocabulary Learning Strategies

Learning vocabulary is a crucial issue for learners that they encounter numerous operations during their second or foreign language learning experience. Inadequate vocabulary knowledge of the learners generates hindrance in language learning. Therefore, it is crucial to educate learners with vocabulary learning strategies to help them learn adequate vocabulary in a language (Asgari and Mustapha, 2010: 84-90). There are a number of vocabulary learning strategies defined by different scholars and

authors. According to Schmitt (2007), there are two categories of strategies: the first one is shallow strategies used by beginners and the another one is deeper strategies preferred by intermediate or advanced learners. Shallow strategies refer to simple memorization, repetition, and note taking while deeper strategies mean imagery, inference, and the Keyword Method.

Mokhtar et al., (2009: 304-330), refer to seven vocabulary learning strategies in their study. Those strategies include metacognitive requirements, guessing, dictionary tasks, note-taking approaches, rehearsal memory process, encoding memory process and engaging strategies. The findings of the research show that, guessing strategies and dictionary strategies are used extensively both for comprehension and vocabulary learning within seven vocabulary learning strategies. It is obviously seen in this study that, the most preferred two strategies facilitate learners' vocabulary acquisition; however, the other five strategies are more effective in gaining learning independence.

Sanaoui (1995: 15-28), makes a distinction between learners as “unstructured learners” and “structured learners” regarding their characteristics.

According to this distinction, unstructured learners are not independent, therefore they do not revise related tasks, and on the other hand, structured learners are independent in terms of regular revision and out of class activities (Mokhtar et al., 2009: 304-330). Although the researchers tried to find the best strategy or strategies for expanding vocabulary acquisition, the findings showed there is not a single strategy for achieving this ultimate goal.

According to Alexander and Shea (2011: 95-103), despite the importance of vocabulary development in the language learning process, vocabulary activities are inadequate, concerning the immediate explanation or translation of the terms. The authors draw our attention to identifying the effect of vocabulary expansion that contributes vocabulary development as a crucial learning strategy. For them, without a fuller understanding of the vocabulary, learners continue to struggle with the comprehension. Therefore, vocabulary expansion is a powerful learning strategy that vocabulary instruction must involve for an effective level of proficiency.

Alexander and Shea (2011: 95-103), state that, allowing students to develop personal definitions increase long-term learning. According to them, the activities supporting student generation of meanings are as follows: predictions of word meanings, concept definition map.

As they believe vocabulary development is critical to students' success and they state language teaching should include stimulating extensive implications regarding the relevant issues. Hamzah et al., (2009: 42), explains VLS and their characteristics in the following manner:

“It is possible to view a vocabulary learning strategy from at least three different angles.

First, a vocabulary learning strategy could be any action taken by the learner to aid the learning process of new vocabulary. Whenever a learner needs to study words, he/she uses strategy/strategies to do it. Second, a vocabulary learning strategy could be related to only such actions which improve the efficiency of vocabulary learning. Hence, there are actions which learners might employ but which do not enhance the learning process – a perfectly possible scenario with poor learners. Third, a vocabulary learning strategy might be connected to conscious (as opposed to unconscious) actions taken by the learner in order to study new words.”

So, we cannot label actions of L2 learners as VLS unless they comply with three basic criterions. Firstly, these actions should be taken with the intent of learning new vocabulary. Secondly, they should contribute to the learning of new vocabulary.

This criterion is important because taking an action with the particular intent of vocabulary learning may not end up with desirable results. Thirdly, such actions should be taken consciously. In other words, we cannot designate actions of language learners as VLS, if they are performed unconsciously. When we examine the criteria put forward by Nation (2001: 217), we see that his criteria are approximately same as those of Hamzah et al., (2009: 39-50). He adds only one criterion to those put forward by Hamzah et al., (2009: 39-50), which asserts that VLS are teachable. According to him VLS must:

- Involve choice, that is, there are several strategies to choose from.
- Be complex, that is, there are several steps to learn.
- Require knowledge and benefit from training.
- Increase the efficiency of vocabulary learning and use (Nation, 2001: 217).

When we examine the related literature, we can see that there have been several attempts to classify VLS, and several taxonomies have been put forward as a result of these attempts. However, all these taxonomies share approximately similar components and subdivisions (Gu and Johnson, 1996: 643-679, Schmitt, 1997: 199-228). In the following sections, VLS will be analyzed mostly taking Schmitt's (1997: 199-228), taxonomy as basis because of the fact that the current study makes use of the questionnaire which was developed by Şener (2003), based on Schmitt's (1997: 199-228), taxonomy, and the other taxonomies are more or less similar to each other. According to Schmitt's (1997: 199-228) taxonomy, there are two types of vocabulary learning strategies as Discovery strategies and Consolidation strategies. Discovery strategies discover the meaning of the words while Consolidation strategies accumulate the meaning and other side meanings of the words; to give an example; spelling, pronunciation etc. after detecting the words' meaning. Determination and Social strategies are also subsections of Discovery strategies while Memory, Cognitive, Metacognitive and Social strategies are subsections of Consolidation strategies.

It is a fact that words are the building blocks of a language and vocabulary is central to learning a language. Though vocabulary learning being so important in learning a foreign language, the role of vocabulary knowledge has been recognized by theorists and researchers in the field (Coady and Huckin, 1997; Schmitt and Mc Carty, 1997; Zimmerman, 1997: 5-19). This is partly because of the recent availability of computerized databases of words (corpora) and due to the development of the more "word-centered" approaches to language teaching such as the Lexical Approach (Lewis, 1993: 993). That is to say, the focus of language teaching has recently shifted from grammar to the building blocks of the language, words.



When foreign language learning is concerned, it is evident that vocabulary is seen as important for all four skills. Lessard-Clouston (1996: 97-119), indicates that “Vocabulary-words, phrases, idioms, etc. is at the heart of all language usage in the skill areas of listening, speaking, reading, and writing, as well as culture.”

It is evident that learning vocabulary places an important function in authentic communication. Therefore, lexical repertoire should be known in order to understand written texts, articles, etc. Sufficient words also should be known to be able to handle written messages, listening texts, and conversation. Wilkins (1972), also supports this view by saying: “The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

However, when confronted with this seemingly essential part of the second language learning, learners usually get frustrated because of the heavy vocabulary load they need to learn. Krashen (1989), focuses on the issue, stating that L2 language learners realize that knowing a number of words is necessary for mastering a target language. In addition, they often report the major problem is lacking vocabulary. In terms of learners’ views of vocabulary learning, According to Meara (1980: 221), “Learners themselves readily admit they experience considerable difficulty with vocabulary.”

Under these circumstances, researchers tried to come up with effective solutions to the question in their mind, “How to teach vocabulary so that learners’ burden can be dealt with in an effective way?” Under the light of this question, a number of ideas have been discovered in learning and teaching vocabulary. Some of the ideas are encouraging when vocabulary learning through conscious, systematic, and planned approaches, and other ideas focused on adopting a vocabulary acquisition approach, in which vocabulary is picked up unconsciously from exposure to a language.

The direct and indirect approaches to vocabulary learning are current approaches while teaching vocabulary. In the direct approach, the important thing is explicit attention. Besides, giving attention towards vocabulary is not only explicitly, but also -

“time may be set aside for learning of strategies and learners’ mastery of strategies may be monitored and assessed” (Nation and Newton, 1997: 238-254).

In an indirect approach, however, teachers need to ensure that learners are being exposed to materials and activities that will expand their vocabulary in useful ways (Nation and Newton, 1997: 238-254). Clearly, it is the idea that the teacher encourages and guides learners to do the extragraded reading and various types of communicative activities.

There are different vocabulary strategy classification systems. According to Schmitt (2000), strategies are categorized as determination, social, memory, cognitive, and metacognitive. Being individual learning strategies, Determination strategies refer to seeking the meaning of the word in dictionaries, using context clues for determining the meaning of the novel word and recognizing the word part. Social strategies mean to work the novel words out via inquiring among peers, native speakers of the language and instructors. From this point of view, Social strategies contribute learners’ encouragement of interaction and communication in terms of being an active learner.

Nation (2001: 218), separated the aspects of vocabulary knowledge from the sources of vocabulary knowledge and from learning processes. She categorized vocabulary learning strategies into three general groups.

- Planning is, to choose what to focus on and when to focus on. Namely, in learning vocabulary, choosing certain aspects of the word and using different strategies make the learning process more efficient.
- Repetition is another important strategy for vocabulary learning. Planning for repetition helps to strengthen the memorization of vocabulary.
- Choosing words
- Choosing the aspects of word knowledge
- Choosing strategies
- Planning repetition

### **2.4.1 Memory strategies**

These strategies facilitate learners to learn novel words through rational processes by employing their existing knowledge with the novel words. For instance, if a learner comes across the novel word “elephant” for the first time, he classifies this novel word as a four-legged animal heading from his earlier knowledge. In Memory Strategies (mnemonics) it is easy to remember the meaning of the new vocabularies (Sanaoui, 1995: 15-28). However, the most important characteristic of these strategies is that they “involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping”, and they require “organizing mental information together or transform it in a way which makes it more memorable” (Schmitt, 1997: 206-211).

Memory strategies include studying word with a pictorial representation of its meaning, imaging word’s meaning, connecting word to a personal experience, associating the keywords, knowing synonyms and antonyms of the words, using semantic maps, grouping those words together, using new words in sentences, spelling unknown words and sound of word, saying word loudly, imaging of word form, underlining initial letter, arrangements, using keyword method, affixes and roots/parts of speech, learning words of an idiom together.

### **2.4.2 Cognitive strategies**

Cognitive strategies are related to unconscious features of vocabulary learning not related to conscious mental operations (Schmitt, 2000). Repeating the words, emphasizing novel words, taking notes of new words, preparing lists of new words, employing flashcards to store novel words, connecting labels with real items, making notebooks for novel words, and writing the new words repeatedly are the examples of Cognitive strategies (Schmitt, 2000).

### **2.4.3 Note-taking strategies**

Such as keeping a vocabulary notebook, support learners indirectly to employ and improve strategies for learning and recalling novel words effectively. Keeping a

vocabulary notebook utilizes students to accumulate their vocabulary knowledge progressively that further them to take their own learning responsibility (Nunan, 2011).

#### **2.4.4 Metacognitive strategies**

Metacognitive Strategies refer to learners' self-observation, making their self-decision as well as their self-progress evaluation. These strategies help learners to identify proper vocabulary learning strategies for acquiring novel words (Schmitt, 2000). Learners can discover their potential for additional learning and reconsiderations.

Kafipour and Naveh (2011: 626-647), conducted a research for investigating EFL undergraduate students' self-practice approaches to vocabulary learning strategies via an adopted questionnaire by Bennett (2006), that is including Schmitt's vocabulary learning strategies. They came up with the results that the students are not high-level strategy users. Metacognitive strategies were appeared to be the most preferred strategy as well as the cognitive strategies regarding practice degree. However, the least preferred strategy was appeared to be the social strategies.

Nunan (1991: 160) states, "using context to figure out meaning is an important strategy, and one that is used by independent learners". If a teacher wants to encourage independent learning, he should teach to use context clues appropriately, and present multiple exposures to new vocabulary items. Furthermore, he should give opportunities for deep processing of vocabulary items that is having students establish connections between new words and their prior knowledge. It is not adequate for students to memorize lists of words simply and their meanings for integrating the vocabulary words into their personal vocabularies.

Similar to Nunan (1991: 160), Alexander and Shea (2011: 102), state the four main sections, that vocabulary expansion requirements are as follows; activating existing knowledge, concerning the connections of concepts, and comparing the similarities and contrasts of common concepts and learners' self-determination of meaning. Activating prior knowledge strategy facilitates learners to combine existing experiences and the background knowledge to the novel notions and views. Therefore, activities that can be

employed to recall existing knowledge stated as mind streaming, think-pair-share and knowledge rating.

Activities that emphasize developing vocabulary while showing relationships between ideas are: preparing semantic maps; which is a writing practice written for a particular objective. Comparing similarities and making contrasts between the new and common ideas strategy guides students to identify existing templates in the material and valid patterns that exist consistently in the world. The effective activities for comparison and contrast are; Venn diagram, semantic feature analysis, a word sort and list-group-label (Alexander and Shea, 2011: 102). Nilforoushan (2012: 10), conducted a study to investigate the learners' vocabulary use behaviors in terms of vocabulary teaching via semantic mapping implementation. According to the results of the study, the participants that were instructed through semantic mapping appeared to have a better performance than the participants that do not have a semantic mapping instruction regarding vocabulary accomplishment test. Drawing on his data, the researcher suggests that EFL teachers might teach vocabularies through semantic mapping in their classes.

Semantic mapping facilitates learners to learn in an entertaining and interesting way within a different context. Therefore, using semantic mapping may be beneficial. Receiving vocabulary teaching through semantic mapping contributes learners to develop critical vocabulary knowledge that might further them to employ the novel vocabulary in relevant situations.

#### **2.4.5 Determination Strategies**

Determination Strategies include language learners' various individual attempts through various means to learn the meaning of an unknown word when they first come across with it. Schmitt (1997: 208), defines Determination Strategies in the following manner; "If learners do not know a word, they must discover its meaning by guessing from their structural knowledge of the language, guessing from L1 cognate, guessing from context, using reference materials, or asking someone else. Determination strategies facilitate gaining knowledge of a new word from the first four options."

Some of these strategies should be described in a much more detailed way in order to grasp better what these strategies are.

#### **2.4.6 Word Part Strategy**

Being able to discover the meaning of an unknown word through word part strategy includes discerning the meaning of complex words such as “dislocation” which consist of a root word and one or more affixes attached to it. Being able to use word part strategy necessitates a certain amount of knowledge on the learners’ part about the meaning of a root word, affix (es) attached to that root, and how they combine to form a new word with a new meaning. By using such knowledge, language learners can deduce the meaning of unknown words. According to Nation (2001: 278), there are two stages to use word-part strategy as the following;

1: Unknown words are divided into two of a kind. Thanks to this stage learners will be capable of recognizing affixes

2: Meaning of the unknown words are associated with the meanings. The meaning of the word parts is connected to the unknown word. Therefore learners will be able to know the common word parts and also able to affixes and stem.

The possible value of the word-part strategy for discovering the meaning of the unknown words might be inferred partially by looking at the studies on the frequency and proportion of the affixed words in English. Nagy and Anderson’s (1984: 304-330), the study is an attempt in this vein. The study was based on the American Heritage corpus. The primary aim of the researchers was to see how many word families this corpus included and the formal relations between the members of these words. They found that 21.9% of the word family members included inflectional, and 12.8% included derivational affixes, which equals to quite a number of words if we take into consideration thousands of words in English

#### **2.4.7 Using Dictionaries**

One of the favorable vocabulary learning strategies is “dictionary use” in the classroom. The goal of teaching dictionary use is teaching learners a strategy which they

have not been exposed to and do not know how to utilize it properly and effectively so that they can make use of it effectively when learning L2 vocabulary independently. Before we dwell on the dictionary use strategy as a recent and favorable trend in vocabulary learning, we will look at the vocabulary learning strategies, in general, to present a better idea on these strategies.

Language learners may discover the meaning of unknown words through various reference materials such as glosses at the end of the course books and word lists provided by teachers. However, English teachers know from their classroom experiences that dictionaries are the most prominent among them. In addition to their main function as a reference material for finding the meaning of unknown words, dictionaries also provide learners with other kinds of valuable information about words such as their pronunciation and grammatical characteristics. Marckwardt (1973: 396) identifies these aspects of dictionaries in the following manner; “The utility of the dictionary as a reliable source for word meanings, spelling, and pronunciation is widely recognized. A good dictionary also contains information about grammar, usage status, synonym discrimination, application of derivative affixes, and distinctions between spoken and written English not generally treated in textbooks, even in a rudimentary fashion.” In addition to providing language learner with the above-mentioned information, Summers (1988: 110-125), defines that using dictionary encourages learner autonomy because learners can find answers to the questions in their mind when their teachers are not present. From this perspective, encouraging language learners to use dictionaries seems to be in accordance with “modern” learner-oriented approaches the field.

Dictionaries are divided into two as monolingual and bilingual dictionaries. Monolingual dictionaries give the meaning of words in the target language through translations in learners’ mother tongue and they are the most preferred type of dictionaries by language learners (Baxter, 1980: 325-336). On the other hand, monolingual dictionaries convey the meaning of words in the target language, and they also give much more detailed information about them such as their degree of formality and different grammatical forms. However, beginner-level learners’ limited language

proficiency can impede their making use of such kind of dictionaries severely because these dictionaries explain the meaning of words in the target language, and understanding these explanations necessitates a certain amount of language proficiency.

#### **2.4.8 Using Context**

When we review the related literature about the role of context in vocabulary learning, we can see that its value is highly esteemed among the experts in the field. The explanation behind why contextual vocabulary learning is attached such an importance lies in the belief that there is a vast number of words in the internal lexicon, and how human beings acquire so many words can only be explained by contextual learning. Sternberg's (1987: 90), explanation of the matter provides an example of this thinking; "Most vocabulary is learned from context. During the course of one's lifespan, one is exposed to innumerable words through seemingly countless sources-textbooks, lectures, newspapers, magazines, friends, enemies, parents, movies, and so on. Even if the one learned a small proportion of the words thus encountered in contexts, in which they are presented, one could possibly develop a vocabulary of tens of thousands of words, which represents only an infinitely small proportion of our exposure to words."

According to Nation and Coady (1988: 102), language learners not only make use of "morphological, syntactic, and discourse information in a given text" while learning vocabulary from context but also their "background knowledge of the subject matter in a given text", and good learners utilize all this information and knowledge to the utmost degree. As we can understand from the explanations of Nation and Coady (1988: 102), language learners make use of the meaning and formal characteristics of texts such as their syntactical characteristics while learning new vocabulary. Moreover, learners' background knowledge about the subject of the text can also help them in inferring the meaning of unknown words. The characteristics of textual context which helps learners to guess the meaning of unknown words are called cues, and Sternberg (1987: 92), categorizes them into eight as:

- Temporal Cues: cues regarding the duration or frequency of A (unknown word)



- Spatial Cues: cues regarding the location of A, or possible locations which A can sometimes be found
- Value Cues: cues regarding the worth or desirability of A, or the kinds of affects A arouses
- Stative Descriptive Cues: cues regarding properties of A (such as size, shape, color, odor, feel, etc.)
- Functional Descriptive Cues: cues regarding possible purposes of A, actions A performs, or potential uses of A
- Causal Membership Cues: cues regarding possible causes of A or enabling conditions for A
- Class Membership Cues: cues regarding one or more classes to which A belongs, or other members of one or more classes of which A is a member
- Equivalence Cues: Cues regarding the meaning of A, or contrasts (such as antonymy) to the meaning of A:

What can be concluded from the preceding discussion is the fact that context provides a rich source for vocabulary learning. However, learning vocabulary through context is not an easy process. It requires from language learners to make use of a wide range of cues to guess the meaning of unknown words correctly.

As opposed to the researchers who believe in the value of contextual vocabulary learning, there also others who claim that it brings with itself some problems. Laufer (2005: 223-250), in this vein of thinking, claims that three basic reasons can be put forward against using contextual vocabulary learning very much. First of all, it is very hard to learn low-frequency words through contextual learning because learners can not come across these words frequently enough to guess their meaning, and these low-frequency words are necessary for a high-level proficiency in the target language. Secondly, it is very hard to have a deep knowledge of words such as their connotations, synonyms, and antonyms in this kind of vocabulary learning.

According to her, this kind of knowledge can only be acquired through the vocabulary learning activities which aim explicit vocabulary learning. Lastly, words learned contextually can not be used productively most of the time.

To summarize the discussion on contextual vocabulary learning, it seems an effective strategy. However, it also poses problems from the perspective of learning the meaning of low-frequency words. Besides, words which are learned contextually can increase language learners' proficiency only for comprehension skills. That is why; it seems plausible that contextual vocabulary learning should be supported by other strategies which can compensate its disadvantages.

#### **2.4.9 Using Cognates**

A word is cognate with another if they share the same origin. The usefulness of this strategy arise from the idea that the more similarity a word in the target language share with its counterpart in learners' mother tongue, the easier it would be to learn it, and learners see languages as more or less similar unless they have a good reason not to do so (Swan, 1997: 156-180). Television in English and televizyon in Turkish are examples of cognate words. In order to infer the meaning of unknown words in the target language, language learners might make use of such words, however; according to Hakan (2006: 23), cognates is open to questions while learning vocabulary for productive skills even though language learners' comprehension skills can be assisted by cognates.

According to him; "Cross-linguistically similar words, which form the central part of the learner's potential vocabulary, facilitate the learner's task in comprehension, but not at all to the same extent in production. The learner will not use L2 items productively until they, or parts of them, have been learned, but the potential knowledge across languages perceived to be similar is used for comprehension before learning has taken place. Existing knowledge structures are activated by incoming data, all the more so if cross-linguistic or other formal similarities can be established, as they can in comprehension of closely related language." (Hakan, 2006: 24)

If we take into account Hakan's (2006: 24), claims about the effects of cognate words in language learning, we can say that cognate words are very useful especially for comprehension of the target language. However, our positive attitude towards cognates should be balanced because of the fact that learning a word in its full terms includes using it productively and such learning may not occur with the help of cognate words.

#### **2.4.10 Using Pictures, Words, and Imagery**

It is widely accepted that visual information can foster learning process, and this acceptance rests on the common principle of human learning which suggests that “we remember images better than words; hence; we remember words better if they are strongly associated with images” (Underwood, 1989: 19). “Learners of a second language have two separate verbal systems (L1 and L2) and a common imagery system. There is a suggestion that the translation of words via simultaneous verbal and visual presentations would not only link the two verbal systems but that this storage in the second verbal system would also have an additional effect on learning” (Al-Seghayer, 2001: 205). By looking at preceding theoretical explanations about why learning words through pictures foster the learning process, we can say that it's deeply related to the principles of human learning and the organization of human mind with regards to its verbal and imagery system.

In addition, new words are learned through linking new words to other words in the target language. This linking can be achieved by sense relationships. These relationships include synonymy (two words with the same meaning, e.g. sick and ill), coordination (two words exist at the same level hierarchically, e.g. squirrel and dove), hypernymy (one of the words is subordinated to the other one, e.g. animal and dog) or antonymy (two words have the opposite meanings, e.g. black and white). When we examine the vocabulary exercises of English course books, we can see that very large numbers of these exercises such as finding the synonym of a word are based on reinforcing these relationships in the human mind. The value of making use of related words may be related with the organization of mental lexicon. The findings of word

association studies which have been carried out with the intent of having a picture of the internal lexicon can be given as a proof to this argument.

Sheng et al. (2006: 573), emphasizes that; “A parallel developmental phenomenon, the syntagmatic-paradigmatic shift, is observed in children's responses in word association tasks. At age 5, most children respond to a word stimulus with a word that follows in a syntactic sequence (e.g., cold-outside). By age 9, most children respond with a word from the same form class or paradigm (e.g., cold-hot).”

It can be deduced from the explanation of Sheng et al. (2006: 573), internal lexicon of human beings becomes much more paradigmatically oriented (which includes sense relationships like antonymy, synonymy etc.) as they get older, and the value of strategies which includes related words may come from the fact that they are in harmony with the developmental pattern and the organization of internal lexicon.

#### **2.4.11 Semantic Mapping**

Another Memory Strategy which language learners employ while learning new vocabulary is semantic mapping. Stahl and Vancil (1986: 62), describe this strategy in the following way; “In semantic mapping, a teacher chooses a keyword and other target words from the material that the students will read. The keyword is listed on the board and students are asked to suggest terms associated with the keyword. The teacher writes the suggested words in a list on the board as the students suggest them. From this list, a map is constructed. The relationships between the keyword and suggested words are discussed thoroughly. Students are then asked to categorize each section of the map.”

Oxford and Crookall (1990: 20), claim that semantic mapping strategy may be helpful for language learners because “it visually represents the ways in which new words fit into a learner's existing schemata”. From this point of view, we can assert that the theoretical underpinning of semantic mapping strategy is in accordance with Underwood’s (1989), claim about the importance of visual memory for human learning.

“If new words are to be presented to learners, they should not be presented in groups that share a common headword or superordinate concept. For example, "clothes" words such as jacket, shirt, and sweater should not be presented to learners as a group

because the learning load is increased. The learner not only has to learn the new words but as the words are so similar (they share the same superordinate concept) the learner will often confuse them and additionally will have to learn to keep the words apart, thus increasing the learning effort required. Instead, words should be presented in unrelated sets” (Waring, 1997: 262).

If we into consideration Waring’s (1997: 262), reservations about the semantic-mapping strategy, we can say its value shouldn’t be taken for granted by language learners.

#### **2.4.12 Using Orthographical or Phonological Form of Words**

Learners can consolidate their vocabulary knowledge by paying attention to written or spoken form of words. Schmitt (1997: 214), explains how this Memory strategy can be made use of in the following way; “One can explicitly study the spelling or pronunciation of a word. Other options are to visualize the orthographical form of a word in an attempt to remember it or to make a mental representation of the sounds of a word, perhaps making use of rhyming words”.

So, employing this strategy may require learners to study written or spoken a form of the words, or creation of mental images of their written or spoken forms. There is another strategy called keyword which can be examined under this section, and it deserves special attention. This technique includes relating L1 and L2 words’ phonological forms and meanings. Barcroft (2009: 76), explains this strategy by giving the example of how Spanish word flor can be learned by English speakers through it; “First a learner recodes an L2 word into a familiar code based on L1 orthographic or acoustic properties of the word. Second, the learner produces a compound image both the familiar code and the referent in question. For example, to remember the Spanish word flor for “flower” an English-speaking learner of Spanish might recode the target word as floor and visualize a flower lying on the floor to help recall that flor means flower.”

Carter (1998: 155), indicates that; “The clear principle which emerges is that the more that words are analyzed or are enriched by imagistic and other associations, the

more likely it is that they will be retained. Such a technique, linking as it does form, meaning, and structure through cues which, in turn, facilitate a combination of productive and receptive senses, does appear to have advantages over an exclusive focus on straight forward translation and rote learning”.

However, overusing this strategy may lead to a typical lexical relations between the target language and learners’ mother tongue, and it is against the naturalistic acquisition of vocabulary (Barcroft, 2009: 74-89).

#### **2.4.13 Cognitive Strategies**

The main Cognitive Strategies include repetition of the words through writing and saying them aloud or silently, using word cards and word lists.

According to Schmitt (1997: 215), Cognitive strategies are similar to Memory strategies in many aspects. The main difference between them is that “they are not focused so specifically on manipulative mental processing” (Schmitt, 1997:215). From this point of view, we can say that Cognitive strategies do not entail any transformation of knowledge in learners’ minds as it is the case with Memory strategies most of the time, and they are mostly more mechanical than Memory strategies.

#### **2.4.14 Content Words – Function Words**

Function words are a preposition, a junction or an article that has little semantic content of its own. It serves as a grammatical function that has no identifiable meaning. Function words might be prepositions, pronouns, auxiliary verbs, conjunctions, grammatical articles or particles all of which belong to the group of closing words. Each function word gives some grammatical information on other words in a sentence or clause and can not be isolated from other words. There is a list of the type of words included in function words.

Prepositions: with, from, on, under, between

Pronouns: she, you, nobody, it, one

Determiners: the, that, my, much, either, neither

Conjunctions: is, this, when, even though

Modal verbs: can, have to, would, shall, ought to, need, had better

Auxiliary verbs: be (is, am and are), have got

Particles: not, nor, as

On the other hand, content words or lexical words are words such as nouns, verbs, adjectives and most adverbs. The number of content words in any given language is larger than function words that show grammatical relationships. Content words are unlimited in number. Here follows a list of the type of words included in content words:

Nouns: Jack, key, mirror

Adjectives: large, big, fat

Full verbs: go, do, tackle, and settle

Adverbs: nearly, slowly, and very

Numerals: five, million, hundred

Interjections: Eh, ugh, well, phew

Yes/No answers: Yes, no (as answers).

These words also show a difference in meaning according to the contexts in which they occur. The same lexical word can function as either content or function word depending on its function in an utterance.

Example 1: I have been in England to see you “have” is function word (auxiliary verb) I have three sisters “have” is a content word (full verb).

Example 2: One of the students went to school “one” is a function word (pronoun) “I have one sister “one” is a content word (numeral).

Example 3: “Sorry, I have no more time” “no” is function word (a negative particle) “No she is not sleeping” “no” is a content word (Yes/No answer).

#### **2.4.15 Incidental and Intentional Vocabulary Learning**

Hulstijn, (2003: 327-339), Alemi and Tayebi, (2011: 81-98), states that learning implicitly and learning explicitly can be seen in vocabulary field. The reason for this is that learning implicitly is relevant to both theoretical and objective knowledge, whilst learning explicitly is only relevant to objective knowledge.

Hunt and Beglar, (2005: 23), Alemi and Tayebi, (2011: 81-98), emphasize that reading and listening are sufficient for improving the vocabulary knowledge. Huckin and Coady, (1999: 181-193), Alemi and Tayebi, (2011: 81-98), support this view by highlighting the effect of guessing approach to the novel words for vocabulary construction via extensive reading search for the function of intentional vocabulary acquisition and incidental vocabulary acquisition and come up with the conclusion that learners try to comprehend the input, therefore, it is not completely incidental.

From this point of view, it is obvious that learners at the beginning stage might prefer intentional vocabulary learning, since they are inadequate readers, on the other hand, advanced learners might prefer incidental vocabulary learning (Hunt and Beglar 2005: 23, Alemi and Tayebi 2011: 81-98).

#### **2.4.16 Imagery Mediation - Keyword Method**

Keyword method is the example of deep strategies or mediation strategies and its usefulness in the term of long-term memory retention has been confirmed. Atkinson (1975: 126), defines keyword method as a mnemonic technique in which a new word associates with a similar-sounding word or keyword. Similarly, Gu and Johnson (1996: 643-679), claim that imagery mediation or keyword method involves visualizing a mental Picture or image of second language word.

Hall et al., (1981: 345-357), suggest keyword method is the most useful to less experienced learners because it provides better recall, and enhances the storage and recalls of information in the memory. Furthermore, Carter and McCarty (1988: 12-22), argue elaborative keyword technique in vocabulary learning as follow. The clear principle which emerges is that the more that word is analyzed or is enriched by imagistic and other associations, the more likely it is that they will be retained.

Although the applications of keyword method are limited, it is practical in learning concrete nouns and is very effective when used in conjunction with other vocabulary learning strategies.



#### **2.4.17 Word Cards**

This strategy includes making use of small cards on which the target word is written on one side and its meaning in L1 or in L2 on the other side to memorize the meaning of target words. According to Nation (2001: 302), learning vocabulary through word cards is a valuable strategy especially when it is compared with learning the words through dictionaries because; “The use of word cards provides an opportunity for learners to focus on the underlying concept of a word that runs through its various related uses. This has several values. Firstly, it reduces the number of words to be learned. Dictionaries do not encourage this view, rightly preferring to separate as many different uses as possible in order to make it easier for the reader to find the meaning for a particular context”.

This view shows us that the value of the word cards stems from the fact that it reduces the learning burden by providing the learners with the most common meaning of the target words which can prove valid across various contexts. However, students have to choose the right meaning of the target words from various others for the related context while using dictionaries. This process may overload the memory and can affect vocabulary retention badly.

#### **2.4.18 Social Strategies**

Group work may be used to consolidate the meaning of words in addition to finding out the meaning of unknown words. According to Dansereau (1988: 103-120), cooperative learning offers lots of benefits to learners. These benefits can be enumerated as:

- It promotes active processing of information and cross modeling imitation.
- The social context enhances the motivation of the participants.
- Cooperative learning can prepare the participant’s team activities outside the classroom.

Because there is less instructor intervention, students have more time to actually use and manipulate language in class (Schmitt, 1997: 211).

As can be understood from the explanation above, the value of the group work activities can be attributed to several factors. Firstly, it activates mechanisms in learners' minds that help to process information actively. Secondly, it allows low-proficiency learners to take their high-proficiency peers as a model. Lastly, it promotes student-oriented teaching environment. Approaching the matter from a different perspective, Slavin (1996: 200-204), claims that the value of the cooperative learning may be directly attributed to the discussion environment created by it; "Interaction among students on learning tasks will lead in itself to improved student achievement. Students will learn from one another because in their discussions of the content, cognitive conflicts will arise, inadequate reasoning will be exposed, disequilibrium will occur, and higher-quality understandings will emerge" (Slavin 1996: 200-204).

So, the discussion environment created by cooperative learning can give learners the chance of seeing their weaknesses and strengths, and this situation has the potential of raising teaching and learning quality.

#### **2.4.19 Metacognitive Strategies**

In Metacognitive Strategies, learners control their vocabulary learning and teaching, they analyze their learning vocabulary assessing by using various means such as vocabulary tests if the consequences don't meet learners' expectations (Barcroft, 2009: 74-89). It is widely accepted that successful learners are those who can take necessary steps to facilitate their learning process (Gu and Johnson; 1996: 643-679). These steps include learners' choosing the most suitable strategies which are best suited to their vocabulary learning goals. For example, a learner may choose to learn a particular word through context rather than repetition because it is in accordance with his/her specific vocabulary learning aims. Learners' programming their study time can also be treated as a Metacognitive strategy because it is about learners' controlling their own learning process. In addition to these, Metacognitive Strategies include learners' testing their vocabulary gains. Learners may test their vocabulary growth, and they may change their study habits if the outcome is not desirable.

Metacognitive Strategies, which are related to language learners' managing their own vocabulary development, have also been studied much in the field. The researchers claim that using Metacognitive Strategies may contribute to vocabulary development greatly. They point out that Metacognitive Strategies can have very beneficial effects on language learners' vocabulary development, and these strategies can be thought to learners successfully if the necessary importance is attached to teaching them by teachers as can be inferred from the study of Zhao (2009: 123).

### **2.5 Learner Autonomy in Vocabulary Learning Strategies**

There are different types of vocabulary learning strategies and every learner has different preferences according to his proficiency level. If a learner is aware of vocabulary learning strategies, there will be a gradual development in his lexis. Schmitt (1997: 199-228), emphasizes on the expanding effect of vocabulary acquisition by the help of increasing importance of employing vocabulary learning strategies in practice. Learning is always in progress; therefore, developing appropriate learning strategies is a crucial issue for an efficient learning and using the English language. This statement is very beneficial for making the right choice of activities, which contribute, to their development as structured learners in terms of learner autonomy.

Modern learning theories highlight the crucial point that learners stand in the success of education.

Learning styles and learning strategies are more accepted now than the previous teacher-centered approaches (Farrel and Jacobs, 2010). According to Benson (2007: 21-40); Nowlan (2008: 19), learner autonomy is language learners' having some choices over what and how to learn. This, in turn, they believe would help the language learners to gain the power of self-actualization for learning. In this process, teachers should understand learners' way of thinking, requisite, and appeal while putting into effect the curriculum and outlining the curriculum. It is also crucial that facilitating learners to recognize, understand, and manipulate their strengths and weaknesses, as well as the learning process itself. One more vital thing is offering learners as many choices as possible in and control over their own learning (Farrel and Jacobs, 2010).

The approach of taking the learner in the center of language pedagogy increases in recent years. Learners are expected to achieve to be more active participants and have the power of self-direction (Kafipour and Naveh, 2011: 626-647). Self-direction is an important characteristic among the other language learning strategies. Self-directed learners make conscious choices for finding solutions to problems and organizing knowledge and building skills. Kafipour and Naveh (2011: 626-647), state that it is crucial for students to recognize the meanings of the novel words in a reading text in order to comprehend it. Learners' familiarity with the vocabulary learning strategies facilitates them to understand a reading text. This recognition of vocabulary learning strategies develops learners' endeavors to expand their own strategies in terms of employing the strategies that are not very popular in practice. Learners' achievement in learning English will improve the learning progress.

Kafipour et al., (2011: 305-315), believe that teaching vocabulary is not entirely intentional as the learners are told the meanings of the specific words and expressions that seem challenging for students. In some cases, for example, if the word employed to mention the negative meaning or if the word is employed in a formal atmosphere, instruction period might not be supported in a proper way. Additionally, learners make the judgment of the novel words and they are guided to employ dictionaries for the definitions of the novel words. Hence, learners improvise the novel vocabulary and vocabulary learning is determined by endeavors of teachers as well as learners. Kafipour et al. (2011: 305-315), states the importance of expanding different teaching instruction ways to increase learners' vocabulary knowledge.

In their study, Kafipour et al. (2011: 305-315), make an effort to investigate the characteristics of the language learning process, especially regarding learning approaches, to recognize alternative suggestions for vocabulary teaching and learning. The scholars claim that if learning styles of the learners are obvious, it facilitates to accomplish the highest level. Moreover, when the learners' vocabulary level recognized it will facilitate teachers to determine relevant teaching documentation depending on learners' level of vocabulary.

## **2.6 Inter-relationships between Language Learning Strategies and Vocabulary Learning Strategies**

‘Vocabulary Learning Strategies’ are a subcategory of ‘Language Learning Strategies’ on the other hand, ‘Language Learning Strategies’ are a subcategory of ‘Learning Strategies’ in common (Asgari and Mustapha, 2010: 86). Schmitt (1997: 199-228), acknowledges that if one tends to address Vocabulary Learning Strategies, its relation with Language Learning Strategies should not be neglected. The majority of Language Learning Strategies, especially all memory strategies, are Vocabulary Learning Strategies and also they are relevant for the tasks in vocabulary learning. This fact reflects “the importance and popularity of vocabulary learning strategies in the group of language learning strategies in terms of their actual use”. In spite of this fact, scholars in language learning strategies field seem to disregard vocabulary learning strategies, instead, they highlight the entire language learning (Asgari and Mustapha, 2010: 86).

According to Nation (2000: 23), learners endeavor to learn a word and he defines this issue as “learning burden of a word”. Additionally, the features for accepting a learner that he/she knows a certain word provides for the learning burden of a word. Therefore, learners need to be instructed with vocabulary learning strategies regarding learning the vocabulary in the second language. They are mostly prompted to employ the basic vocabulary learning strategies (Schmitt, 2000). Organizing a well-balanced vocabulary learning strategies in teaching practices might be a proper choice for reducing the learning burdens for learners.

## **2.7 Causes of Vocabulary Learning Difficulties**

Vocabulary learning difficulty can be measured by the amount of effort to learn a word. Learners’ manner, learners’ encouragement to learn vocabulary in the target word can be outcomes of vocabulary learning difficulties. Nation (2001: 23), states that “the more a word represents patterns and knowledge that learners are already familiar with, the lighter its learning burden”.

Besides, the similarity of vocabularies between two languages, deciding the grade of vocabulary learning difficulties is important too. Carter and McCarthy's (1988: 13), explanation of these factors is a great help here; "The difficulty of a word may result, interalia, from the relations it can be seen to contract with other words, either in native or target language, whether it is learned productively or receptively; as well as from its polysemy, the associations it creates, its pronounceability, whether it lends itself to keyword teaching techniques and, in the case of advanced learners, from the nature of the contexts in which it is encountered".

What we understand from this explanation is that a number of factors are important in deciding the difficulty of learning words. The foremost of them seems to be the degree of the similarity between the vocabulary systems of L1 and L2 as it is put forward by Nation (2001: 221). The other factors to be mentioned are whether target words are learned through productive or receptive skills, the degree of pronounceability, the characteristics of the context in which target words are learned.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter tenders the methodological procedures of the study. In the first instance, it clarifies the research design, the participants, questionnaire, procedure, and instrument of the study. Then, it informs about the data collection instrument that has been used to collect data. Finally, it presents the data analysis procedures used in the study.

#### **3.2 Research Design**

In this study, quantitative research was adopted as a research model and also survey model was used. This study aims to investigate the vocabulary learning strategies learned by preparatory school students, learning English as a second language. Based on these methods, data was collected from vocabulary learning questionnaire.

#### **3.3 Participants**

This study was conducted in Konya during 2015-2016 academic years. The participants of the study were 61 Turkish students studying at preparatory school at KTO Karatay University. Several strategies were defined but only one strategy was used for these participants. Classes were divided into 2 randomly. 31 students were the experimental group, 30 students were the control group. Students consisted of 20 males and 10 females who filled out the questionnaire. Strategy training session started. About 25 students, in the experimental group, attended the sessions and teacher wanted them to write a comment after every activity. They wrote in English or Turkish.

#### **3.4 Data Collection Instrument**

The instruments used in this study made up of pre-and post-vocabulary tests and vocabulary learning strategies questionnaires, six-week strategy treatment about 4 hours. Academic achievement test, knowledge questions, comprehension questions and conceptual questions (analysis-synthetic questions) are prepared according to successive

steps in the Benjamin Bloom's Taxonomy. In academic achievement test, there were word matching questions, multiple-choice test questions, matching synonyms, fill in the blanks questions, point questions, having true answers. These questions were developed to measure outcomes related to each topic in Table of specifications after Table of Specifications (English course learning outcomes) are created pre-implementation by the researcher. An improved academic achievement test was examined by 4 experts and 1 linguistic pre-implementation were finalized. Academic achievement test, developed, was directed to students.

### **3.5 Vocabulary Learning Strategies Questionnaire**

In this study, the questionnaire was used before the strategy training. In this questionnaire, students were asked to identify their vocabulary learning strategies. The questionnaire was adapted and developed by Fan (2003: 222-241). The questionnaire consisted of 2 sections. In the first section, students were asked "how frequently do you use this strategy?" and in the second section the question is "how frequently do you use this strategy?" The subjects for each statement were 5-point Likert scale. In the first section, 1 was "never", 2 was "seldom", 3 was "sometimes", 4 was "often", 5 was "very often". In the second section, values are 1 for "not useful", 2 for "not sure", "quite useful", 4 for "very useful", 5 for "extremely useful". Students were asked 3 questions. These questions were which high school they graduated, whether they had studied in English preparation class and whether they had knowledge of any other foreign languages. An open-ended question was asked on the last page of the questionnaire. This question's purpose was whether there were other strategies were used or not. 60 items were contained in Fan's (2003: 222-241), questionnaire. The questionnaire was both English and Turkish. Students filled out the questionnaire in Turkish version because of lack of proficiency level of English.

### **3.6 Procedure**

During the second semester, spring 2016, 61 preparatory students were given Vocabulary Learning Questionnaire to identify their usage of strategies. They knew that



they would fill in the questionnaire and they were told that their answers had no effect on their grades in the future. The aim of the questionnaire was to help students find their learning style and develop their vocabulary learning strategies. Thus, they were informed that their answers were no right or wrong. The questionnaire was performed about 45 minutes.

A week later vocabulary test was implemented by the teacher to the students; students were told that their course grades were not affected by their scores. At the end of the course, the same vocabulary was asked but in a different context.

### **3.7 Data Collection Procedures**

The first questionnaire was done in the early second week of February at KTO Karatay University. Researcher formed 2 groups as an experimental and control group. Pre-test was applied to both of the two groups in order to evaluate whether they knew the words which researcher prepared. After pre-test was applied, the experimental group of students was told that they would attend the session about 4 hours for six weeks. After every session, all of the students were asked to write feedback about strategy. After training ended, post-test was conducted. Teacher changed the context of passages. Students made a comment after the sessions. The data was registered to the computer program called Statistical Package for the Social Sciences after Statistical analyses of datum were made via descriptive statistics and pre-test/ post-test. The data analyses were completed by late April 2016.

## CHAPTER IV

### DATA ANALYSIS

#### 4.1 Data Analysis

In the extent of research, datum, acquired, were analyzed by using SPSS 21.0 (The Statistical Packages for Social Sciences) and all of the hypothesis were tested 0.95 in confidence level ( $p= 0.05$ ).

In the extent of research, since datum, acquired, meet parametric test assumptions, (experimental group  $N=31$  and control group  $N=30$ ), parametric tests were benefited during analysis of datum. In this regard, used tests for every subgoal were explained below: Demographic datum which was gathered from participants was clarified by giving frequency from descriptive statistical methods.

Unrelated samples t-test was conducted in order to test whether there are meaningful discrepancies according to these questions whether students studied at preparatory school and whether they knew any other languages different from English.

Unrelated samples one-way ANOVA analysis was used according to scores of participants in order to test if there is meaningful discrepancy according to types of high school where they graduated.

To examine possible discrepancy between the frequency of use and perception of usefulness, simple correlation technique was used. The perfect positive relationship shows correlation coefficient is 1.00; perfect negative relationship shows correlation coefficient is -1.00 and if there is no relationship, it shows 0.00.

In the body of literature, in spite of no consensus in terms of absolute value correlation coefficient interpretation. The correlation coefficient can be defined as an absolute value between 0.70 and 1.00, high; between 0.70 and 0.30, medium; between 0.30 and 0.00 is a low relationship (Büyüköztürk, 2011: 32).

Descriptive analysis of student groups who took part in the research is given in Table 1.

**Table 1. Distribution of participants according to groups**

Groups	N	%
Control	30	49,2
Experimental	31	50,8
Total	61	100,0

As shown in table 1, 31 students (50.8%) constitute experimental group; 30 students (49.2%) constitute control group.

In the research, descriptive results of the student groups are given in table 2 according to types of high school where students graduated.

**Table 2. Distribution of student groups according to types of high school where they graduated.**

Types of high school	N	%
High School	5	8,2
Anatolian High School	39	63,9
Private High School	10	16,4
Anatolian Technical High School	7	11,5
Total	61	100,0

As shown in table 2, according to high school participants, graduating, 5 (8, 2%) High school; 39 students (63, 9%) Anatolian High school; 10 students (16, 4%) Private High school and 7 students (11, 5%) have graduated.

**Table 3. Student groups'descriptive results are indicated. This table shows whether students studied at preparatory school or not.**

Preparatory Class	N	%
Studied preparatory before	1	1,6
Not studied before	60	98,4
Total	61	100,0

As shown in table 3, participants are determined as studying at preparatory class 1 (1,6%) and not studying at preparatory class 60 (98,4%).

In table 4, descriptive results are shown whether students know other languages.

**Table 4. Distribution of participants with regard to any other languages they know.**

Any foreign languages	N	%
Yes	13	21,3
No	48	78,7
Total	61	100,0

As indicated in table 4, participants who know any other foreign languages are 13 (21, 3%) and the rest of them who do not know any other foreign languages are 48 (78, 7%).

T-test results for a sample are given in table 5 to find results whether there is a meaningful difference of points they got from a scale “how frequently do you use this strategy?” in experimental and control group.

**Table 5. Point results of scale “how frequently do you use this strategy?” in the control and experimental group of students**

Groups	N	$\bar{X}$	S	Df	T	p
Control	30	148,36	24,31	59	-3,852	,000
Experimental	31	173,45	26,46			

\*P<0.05

As demonstrated in table 5, for \*p<.05 significance level, .000 < .05 is meaningful result. Participants who got points (control group average  $\bar{X}$  =148, 36; experimental group average  $\bar{X}$  =173, 45) from the scale “how frequently do you use this strategy?” “Have different results from each other. By virtue of the fact that as seen in table 5, for \*p<.05 significance level is. 000< .05 and the result is meaningful.

In other words, there is a meaningful difference between participants according to their points which they got from the scale ‘how frequently do you use this strategy?’ .

In table 5, t-test results for unrelated t-test samples are given to find results whether there is a meaningful difference of points they got from a scale “ to what extent do you find it useful?” in the control and experimental groups.

**Table 6. Results of points they got from the scale “to what extent do you find it useful?” in experimental and control groups.**

Groups	N	$\bar{x}$	S	Df	T	p
Control	30	173,86	27,47	59	-3,233	,002
Experimental	31	197,58	29,72			

\*P<0.05

As shown in table 6, for \*p<.05 significance level, .000 < .05 is meaningful result. Participants who got points (control group average  $\bar{x}$  =173, 86; experimental group average  $\bar{x}$  =197, 58) from the scale “how frequently do you use this strategy? “have different results from each other. By reason of the fact that as shown in table 5, for \*p<.05 significance level is .002< .05 and the result is meaningful.

That is to say, there is a meaningful difference between participants with regard to their points which they got from the scale “to what extent do you find this strategy useful? ”

In table 7, according to participants’ points which they got from the scale “how frequently do you use this strategy?”, findings are given whether there is a meaningful difference or not.

**Table 7. Results of the participants' points which they got from the scale "how frequently do you use this strategy?" according to types of high school where they graduated.**

Types of high school	N	$\bar{X}$	S
High School	5	137,20	35,12
Anatolian High School	39	166,56	24,91
Private High School	10	147,70	28,74
Anatolian Technical High School	7	167,00	30,88
Total	61	161,11	28,20

	Variance source	Sum of squares	Df	Average of squares	F	p
Types of high school they graduated	Intergroups	6059,707	3	2019,902	2,762	,045
	Intragroups	41682,490	57	731,272		
	Total	47742,197	60			

As is shown, according to findings which were obtained by using variance analysis (ANOVA) for unrelated samples one-way ANOVA there is a meaningful difference between points which they got from the scale " how frequently do you use this strategy?" and types of high school they graduated. [ $F(3-57) = 2,767, p(.045) < .05$ ]. In other words, points which participants got from the scale "how frequently do you use this strategy?" change with regard to types of high school they graduated. As a result of LSD ( $p=.116$ ) test, in order to find which groups lead to this difference, in other words, to identify this difference it is identified that this difference is between high school and Anatolian high school.

In table 8, according to types of high school where they graduated, findings are given whether there is a meaningful difference between points which participants got from the scale "to what extent do you find it useful?" or not.

**Table 8. Results of students' points of the scale "to what extent do you find it useful?" according to types of high school where students graduated.**

Types of high school	N	$\bar{X}$	S
High School	5	137,20	35,12
Anatolian High School	39	166,56	24,91
Private High School	10	147,70	28,74
Anatolian Technical High School	7	167,00	30,88
Total	61	161,11	28,20

	Variance source	Sum of squares	Df	Average of squares	F	p
Types of high school they graduated	Intergroups	5357,159	3	1785,720	,972	,128
	Intragroups	51619,432	57	905,604		
	Total	56976,590	60			

In table 8, it was seen that there are not meaningful differences between points on the scale "to what extent do you find it useful?" and points with respect to types of high school where they graduated according to findings, used one way ANOVA analysis for unrelated samples. [ $F(3-57) = 1,972$ ,  $p(128) > .05$ ]. In other words, points that participants got from the scale "to what extent do you find it useful?" do not change according to types of high school they graduated.

In table 9, unrelated samples t-test results are given in order to find meaningful differences in points which students got from the scale "how frequently do you use this strategy?" according to students who studied at preparatory class beforehand and who did not study at preparatory class beforehand.

**Table 9. The results of control and experimental groups of students who got point from the scale ‘how frequently do you use this strategy?’ whether they studied at preparatory class or not.**

Attended prep school	N	$\bar{X}$	S	Df	T	P
Yes	1	172,00	-	59	,386	,701
No	60	160,93	28,41			

\*P<0.05

As is seen in table 9, for P<0.05 significance level,  $.000 < .05$  is not meaningful result. Points which participants got from the scale “how frequently do you use this strategy?” and studying or not studying at preparatory class beforehand (yes  $\bar{X}=172,00$ ; no  $\bar{X}=160,93$ ) are similar to each other. Hence, as is shown in table 9, for P<0.05 significance level is  $.701 > .05$  and the result is not meaningful.

In other words, there is not a meaningful difference in participants who got points from scale “how frequently do you use this strategy?” according to their preparatory education beforehand.

In table 10, unrelated samples t-test results are given in order to find whether there is a meaningful difference between points, students got from scale “to what extent do you find it useful?” according to their preparatory education beforehand.

**Table 10. Results of control and experimental groups of students who got points from scale “to what extent do you find it useful?” according to students whether they studied at preparatory class beforehand or not.**

Attended prep school	N	$\bar{X}$	S	Df	T	P
Yes	1	187,00	-	59	,035	,972
No	60	185,90	31,07			

\*P<0.05

As is shown in table 10, for P<0.05 significance level is  $.000 < .05$  is not meaningful result. Points which participants got from scale “to what extent do you find it useful?” are similar according to students who studied or did not study at preparatory class



beforehand (yes  $\bar{X}=187,00$ ; no  $\bar{X}=185,90$ ). Accordingly, as is shown in table 10, for  $P<0.05$  significance level is  $.701 > .05$  and this result is not meaningful.

That is to say, there is not a meaningful difference between participants who got points from scale “to what extent do you find it useful?” according to their preparatory education beforehand.

In table 11, unrelated samples t-test are given so as to find any meaningful differences in points which students got from the scale “how frequently do you use this strategy?” according to their knowledge of any other foreign languages.

**Table 11. The results of the points which control and an experimental group of students got from the scale “how frequently do you use this strategy?” according to the knowledge of any other foreign language apart from English.**

Any other languages students know apart from English	N	$\bar{X}$	S	Df	T	P
Yes	13	161,30	21,66	59	,028	,978
No	48	161,06	29,93			

\* $P<0.05$

As is clarified in table 11, for  $P<0.05$  significance level is  $.978 > .05$  is not meaningful result. Points which participants got from scale “how frequently do you use this strategy?” are similar whether they know any other foreign languages or not. (yes  $\bar{X}=161,30$ ; no  $\bar{X}=161,06$ ), accordingly, as is seen in table 11, for  $P<0.05$  significance level is  $.978 > .05$  and this result is not meaningful.

In other words, there is not a meaningful difference between participants who got points from scale “to what extent do you find it useful?” according to their knowledge of any other foreign languages apart from English.

In table 12, unrelated samples t-test results are shown in order to find a meaningful difference in points which students in experimental and control group got from scale “to what extent do you find it useful?” with regard to any other foreign language they know aside from English.

**Table 12. The results of students in control and experimental groups who got points of scale “to what extent do you find it useful?” according to any other foreign languages they know aside from English.**

Any other languages students know apart from English	N	$\bar{X}$	S	Df	t	P
Yes	13	185,61	36,92	59	-,040	,969
No	48	186,00	29,39			

\*P<0.05

As is seen in table 12, for P<0.05 significance level is  $000 < .05$  is not meaningful result. Points which students got from scale “to what extent do you find it useful?” and according to any other foreign languages they know apart from English are similar each other. (yes  $\bar{X} = 185,61$ ; no  $\bar{X} = 186,00$ ). Hence, as is shown in table 12, for P<0.05 significance level is  $.969 > .05$  and this result is not meaningful.

That is, there is not a meaningful difference in participants who got points from scale “to what extent do you find it useful?” according to any other foreign languages, they know aside from English.

Findings with regard to relation with points between the scale “how frequently do you use this strategy?” and “to what extent do you find it useful?” in experimental group of students:

In table 13, findings in terms of relation (simple correlation) to points between the scale “how frequently do you use this strategy?” and “to what extent do you find it useful?” are given.

**Table 13. (Simple correlation) relation between points of the scale “how frequently do you use this strategy?” and “to what extent do you find it useful?”.**

The Scale “How frequently do you use this strategy?”	
The Scale “To what extent do you find it useful?”	.650*

\*Correlation is meaningful in level 0.01

As is also seen in table 13, there is a high-level, positively and meaningful relation between points of scale “how frequently do experimental groups use this strategy?” and “to what extent do they find it useful?”  $r=.42$ ,  $p<.01$ . As a result of this, as students’ points of scale “to what extent do you find it useful?” are increasing more and more, it can be said that points of the scale “how frequently do you use this strategy?” are increasing, too. When determination coefficient ( $r^2=.42$ ) is taken into consideration it can be said that about total variance 42% increase in points of the scale “to what extent do you find it useful?” result from increasing in points of the scale “how frequently do you use this strategy?”.

Findings of relation between points of the scale “how frequently do you use this strategy?” and “to what extent do you find this strategy useful?” in the control group.

In table 14, findings of relation (simple correlation) between points of the scale “how frequently do you use this strategy?” and “to what extent do you find it useful?”.

**Table 14. (Simple correlation) relation between points of the scale “how frequently do you use this strategy?” and “to what extent do you find it useful?” in the control group.**

	<b>The Scale “How frequently do you use this strategy?”</b>
<b>The Scale “ To what extent do you find it useful?”</b>	.491*

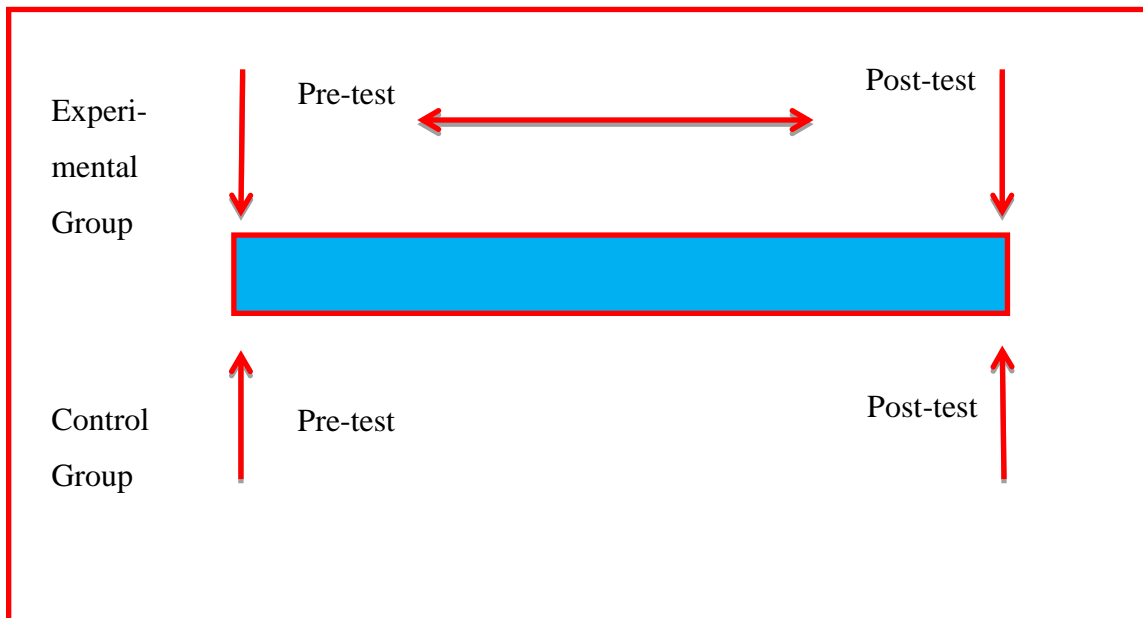
\*Correlation is meaningful in level 0.01

As is also seen in table 14, there is a medium-level, positively and meaningful relation between points of scale “how frequently do control groups use this strategy?” and “to what extent do they find it useful?”  $r=.24$ ,  $p<.01$ . As a result of this, as students’ points of scale “to what extent do you find it useful?” are increasing more and more, it can be said that points of the scale “how frequently do you use this strategy?” are increasing, too. When determination coefficient ( $r^2=.42$ ) is taken into consideration, it can be said that about total variance 24% increase in points of the scale “to what extent

do you find it useful?” result from increasing in points of the scale “how frequently do you use this strategy?”.

**Academic Achievement Test Findings:** In the research process, the groups of an academic achievement test, administered to student sand given a comparison of schemes, are shown in figure 1.

**Figure-1. Implementation and comparison of academic achievement test**



As can be seen in figure 1, academic achievement test is implemented both experimental and control group as pre-test and post-test and in the findings of these implementations, students’ answers are evaluated, compared and research questions are answered.

- Comparison of Intergroup Pre-test
- Comparison unrelated samples results of an academic achievement test implemented pre- implementation to experimental and control group, are shown in Table 15.

**Table 15. Pre test comparison analysis results of intergroup (experimental-control groups)**

Groups		N	$\bar{X}$	Ss	Df	T	p
Pre-test	Experimental	31	46,4516	10,04934	59	,503	,617
	Control	30	45,1667	9,90327			

\*p<0.05

In pre-test, experimental group pre-test mean = 46,4516 and control group pre-test mean= 45,1667 implemented to experimental and control group pre research, for \*p<.05 significance level is not meaningful because of 05<p.

In Table 15, both of groups are equivalent in pre-implementation according to results of statistics tests in the result of unrelated samples T-test, between groups has emerged as a result of the equivalent group.

**Comparison Experimental Group Pre-test and Post-test (Paired T-test):** Results of implementation, paired samples t-test, which is done to compare pre-test, post-test results of experimental group who could see their academic improvement, are shown in Table 16.

**Table 16. Comparison of pre-test and post-test analysis results of academic achievement test in the experimental group.**

Experimental	Test	N	$\bar{X}$	Ss	Df	T	p
Group	Pre test	31	46,4516	10,04934	30	25,736	,000
	Post test	31	86,1290	9,56292			

\*p<0.05

Between pre-test and post-test scores of experimental group (pre-test mean= 46,4516), post-test mean= 86,1290) for \*p<.05 significance level, are found different statistically. (p<0.05). As a result of weekly implementation, in the experimental group, it is detected that they improved their academic achievement. (Table 16)

**Control Group Pre-test and Post-test Results (Paired T-test):** Results of implementation paired sample t-test which is done to compare pre-test and post-test results of the control group who could see their academic improvement are shown in Table 17.

**Table 17. Comparison (paired t-test) of pre-test and post-test analysis results of academic achievement test in the control group.**

	Test	N	$\bar{X}$	Ss	Df	T	p
Control	Pre test	30	45,1667	9,90327	29	24,980	,000
Group	Post test	30	67,8000	12,24576			

\*p<0.05

Between pre-test and post-test scores of the control group (pre-test mean =  $\bar{X}$  =45,1667; post-test mean=  $\bar{X}$  =67,8000) for (p<0.05) significance level are found different statistically. (p<0.05). As a result of weekly implementation in the control group of students, it is detected that they improved their academic achievement test in Table 17.

**Comparison of Final Test (Unrelated Samples t-test) of Intergroup (Experimental and Control Group):** When compared “Academic Achievement” points of Experimental groups of students who use Association technique while learning vocabulary and Control group who don’t use Association technique, the results have emerged in Table 18.

**Table 18. Comparison results of post-test in intergroup (control and experimental groups)**

Groups		N	$\bar{X}$	S	Df	T	P
Post test	Experimental	31	86,1290	9,56292	59	6,528	,000
	Control	30	67,8000	12,24576			

\*p<0.05

Post implementation in last tests carried out on the experimental and control groups for \*p<.05 significance level, .00< .05 is meaningful. In the last test, carried out, the experimental group (post-test mean=  $\bar{X}$  =86,1290, control group post-test mean=  $\bar{X}$  =67,8000) is determined that post-test scores of the control group in Table 18. This result shows that it is more meaningful for the benefit of the experimental group in Table 18.

What is more, association with designed learning setting is analyzed by looking  $\eta^2$  value in order to determine influence quantity on academic achievement. Influence quantity values are calculated as  $\eta^2 = .49$ . In this case, when influence quantity value is taken into account, association with the designed setting can be said that it has “large effect” over academic achievement test.

As a result of the findings in Table 18, it can be said that implementations are developed to increase the students' English vocabulary learning success.

**Qualitative Data:** This study includes data from the pre-test and post-test results of vocabulary learning strategies. As mentioned before, questionnaire items are Likert-scale and their values from 1 to 5. There were two questions; “frequency of use” and the other question is “usefulness of the strategy”. Statements of frequency of use items are 1= never, 2= Seldom, 3= Sometimes, 4= Often, 5= Very often. Statements of usefulness items are 1= Not useful, 2= Not sure, 3= Quite useful 4= Very useful, 5= Extremely Useful.

**Table 19. Categories of vocabulary learning strategies**

Categories	Number of Items	Item No
Management	6	1-6
Sources	9	7-15
Guessing	12	16-27
Dictionary	11	28-38
Recording	8	39-46
Repetition	5	47-51
Analysis	3	52-54
+ Association	7	55-61

Note: + = strategy that was focused on during training

The most preferred strategy is association technique from the questionnaire. In six week period, this strategy was studied. 31 academic words were chosen according to school's textbook according to students' level but 26 words were asked. Here are some following words:

**Table 20. Some target words that were studied.**

Addiction	Switch off	Mind	Instructor
Compensate	Offspring	Resource	Grant
Restrict	Distinctive	Affectionate	Expand
Confirm	Considerably	Community	Purpose
Zipcode	Unique	Damage	Reliance
Solely	Feature		

### **Training Sessions:**

#### **a. Week One Training**

At the first week, all the students were given a questionnaire, adapted from Fan (2003: 222-241), they answered all the questions, about 61 scales.

Open-ended questions were asked in the questionnaire. This questionnaire gave information to the researcher about strategy which she will use according to students' needs. As a result of the questionnaire, the researcher decided to use association strategy or recording strategy. Because 70% students think that by recording words such as remembering words by looking pictures, by studying from PowerPoint is more efficient than other strategies. %90 students think that by associating words such as remembering words' synonyms, antonyms and making a sentence, taking notebook is the most useful strategy to learn vocabulary. Hence, the researcher had to choose one of them.

#### **b. Week Two Training**

Words to teach:



- Zipcode
- Offspring
- Unique
- Accelerate
- Docile
- Diversity
- Community
- Instructor
- Confirm
- Restrict
- Damage
- Resource
- Considerable
- Expand
- Disorder
- Reliance
- Advice
- Affectionate
- Switch off
- Disappear
- Fundamental
- Feature
- Compensate for
- Mind
- Distinctive
- Goal
- Sole
- Treatment

- Addiction
- Complain

**Aims:** After the lesson, the students will be capable of:

- learning words
- recognizing words when they exercise.
- remembering when they see pictures, photos of words.
- knowing the meanings of new words.
- using them in their speech.

**Required Materials:** Course-book “Fundamentals”, computer, PowerPoint, a list of new words for the teacher.

Procedures to be followed:

- Asking some questions about themselves and some guessing what is going on as a warm-up activity.
- Explaining the aim of the research.
- Each participant of the group is asked a vocabulary question (pronunciation, definition, Turkish meaning, spelling, etc.).

In the second week, we had 8 hours. Except for this study, we studied our coursebook “Unlock” about 6 hours. The rest two hours the study was conducted in a limited time. Students were given words and wanted to guess words’ meaning, which was shown in PowerPoint. They were not pointed. The study was for both control and experimental group. After students guessed, words were shown with pictures in order to remember. Students studied nearly 40 minutes by looking PowerPoint. Later, the teacher had already extra pictures to PowerPoint without writing words over Picture. Students guessed according to their retention.

### c. Week 3 Training

Words to teach:

- Community
- Instructor
- Confirm

- Restrict
- Damage
- Resource
- Considerable
- Expand
- Disorder
- Reliance
- Advice
- Affectionate
- Switch off
- Disappear
- Fundamental
- Feature
- Compensate for
- Mind
- Distinctive
- Goal
- Sole
- Treatment
- Addiction
- Complain

**Aims:** After the lesson, the students will be capable of:

- learning words
- recognizing words when they exercise.
- remembering when they see pictures, photos of words.
- knowing the meanings of new words.
- using them in their speech.

**Required Materials:** Course-book “Fundamentals”, computer, PowerPoint, a list of new words for the teacher.

Procedures to be followed:

- Asking some questions about themselves and some guessing what is going on as a warm-up activity.
- Each participant of the group is asked a vocabulary question (pronunciation, definition, Turkish meaning, spelling, etc.).

In the third week, we had 8 hours. Except for this study, we studied our coursebook “Unlock” about 6 hours. The rest two hours the study was conducted in a limited time. Students were given words and wanted to guess words’ meaning, which was shown in PowerPoint. They were not pointed. The study was for both control and experimental group. After students guessed, words were shown with pictures in order to remember. Students studied nearly 40 minutes by looking PowerPoint. Later, the teacher had already extra pictures to PowerPoint without writing words over Picture. Students guessed according to their retention. At the end of the lesson, all the words were repeated and remembered again.

**d. Week 4 Training**

Words to teach:

- Considerable
- Expand
- Disorder
- Reliance
- Advice
- Affectionate
- Switch off
- Disappear
- Fundamental
- Feature
- Compensate for

- Mind
- Distinctive
- Goal
- Sole
- Treatment
- Addiction
- Complain

**Aims:** After the lesson, the students will be capable of:

- recognizing words.
- learning the correct pronunciation and spelling of new words.
- knowing the meanings of new words.
- using them in their speech.

**Required Materials:** Course-book “Fundamentals”, Exercises for each word on a separate small piece of paper.

- Procedures to be followed:
  - Asking some questions about words as a warm-up activity.
  - Explaining the rules of the study.
  - Dividing the class into two groups.
  - One activity was done in two hours.
  - The teacher shows exercises to students so that they can do pair work, they can communicate each other thanks to activities.

There is not competition among students. Some activities were done together whereas some activities were done individually.

**e. Week 5 Training**

Words to teach:

- Considerable
- Expand
- Disorder
- Reliance

- Advice
- Affectionate
- Switch off
- Disappear
- Fundamental
- Feature
- Compensate for
- Mind
- Distinctive
- Goal
- Sole
- Treatment
- Addiction
- Complain

**Aims:** After the lesson, the students will be capable of:

- recognizing words and their synonyms- antonyms
- learning the correct pronunciation and spelling of new words.
- knowing the meanings of new words and make a sentence.
- using them in their speech by associating in Daily life.

**Required Materials:** Course-book “Fundamentals”, Exercises for each word on a separate small piece of paper.

- Procedures to be followed:
- Asking some questions about words as a warm-up activity.
- Explaining the rules of the study.
- Dividing the class into two groups.
- One activity was done in two hours.
- The teacher shows exercises to students so that they can do pair work, they can communicate each other thanks to activities.

There is not a competition between students. Some activities were done together whereas some activities were done individually. Activity 2 and 3 were carried out in the study.

**f. Week 6 Training**

Words to remember:

- Considerable
- Expand
- Disorder
- Reliance
- Advice
- Affectionate
- Switch off
- Disappear
- Fundamental
- Feature
- Compensate for
- Mind
- Distinctive
- Goal
- Sole
- Treatment
- Addiction
- Complain

**Aims:** After the lesson, the students could:

- recognize words, their Turkish meaning, synonyms, antonyms.
- learn the correct pronunciation and spelling of new words.
- know the meanings of new words and make sentences.
- use them in their speech in Daily life by associating those words.

**Required Materials:** Course-book “Fundamentals”, Exercises for each word on a separate small piece of paper.

At the end of the study, both experimental and control group were tested by the researcher and teachers. Words that were studied were asked but in a different context. According to results of both groups, it can be said that implementations are developed to increase the students’ English vocabulary learning success. Control groups’ scores are nearly same as the pre-test results. However, Experimental groups’ level increased in a remarkable way.



## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Introduction**

This chapter presents the results of the research questions regarding students' perception and implementation of learning vocabulary learning strategies. This chapter also presents the summary of the study, the conclusion, and discussion part. Then, limitations and suggestions for further study are discussed.

#### **5.2 Summary of the Study**

The aim of this study was to investigate the vocabulary learning strategies taught by Turkish teachers, teaching English to preparatory school students. Following research questions guided the study to achieve the aims stated on:

1. What are preparatory school Turkish EFL students' perceptions of vocabulary learning strategies?
2. What is the most and least popular vocabulary learning strategy learned by the Turkish preparatory school EFL students?
3. Do Turkish EFL teachers in preparatory schools instruct Vocabulary Learning Strategies that they believe useful in their teaching practices?
4. Is there a meaningful difference in the pre-tests and post-tests of the experimental group and the control group?
5. Will the students' feelings be positive about the procedure?
6. Is there a significant difference of the learners who practice with Association Strategy and the achievement on vocabulary learning of the learner's activities?
7. "What are the learners' attitudes towards Association strategy?"

This study was conducted in Konya during 2015-2016 academic year. The participants of the study were 61 EFL students, studying in preparatory schools in the center of Konya. A questionnaire learning strategies on vocabulary was used to elicit Turkish preparatory school students' perceptions of vocabulary learning strategies (see

Appendix). The qualitative data was collected from the open-ended questions were dependent on content analysis and the data gathered from the quantitative data were analyzed using the Statistical Package for Social Science (SPSS) version 20.

This study was implemented in this class for a term lasting for six weeks. A questionnaire (see Appendix 1) and structured interviews (see Appendix 3) were the instruments, used to collect data. The questionnaire and the structured interviews including 60 questions were conducted among the students to elicit their attitudes about using Association in language courses. All 61 students responded to the questionnaire. The data, which were collected from the questionnaire and the structured interview, were analyzed using descriptive analysis.

In the lights of these facts, the students in the experimental groups have been presented communicative techniques of vocabulary learning, whereas the students in the control group have been instructed by traditional ways. Thus the students in control group have not been given the opportunity to learn about many techniques. They have learned the words through word lists that include the equivalents of the words in their mother tongue. Students in experimental group have been presented many techniques and activities of vocabulary learning that consist drawings, using authentic materials, songs, games, using puzzles, dialogues, dramatization, using stories, using keywords, using collocations, categorizing, association, problem-solving activities, completing speech balloons, group works. The most preferred technique was an association. So, it was chosen as a preferred method for students. Also, many exercise types were done through these techniques of language teaching approaches such as making a sentence, odd one out exercises, matching synonyms and antonyms and the function words.

Association technique appeared to be the most preferred approach for learning vocabulary, which was preferred by 61 participants. In the research, flashcards and PowerPoint were used by students. Being a popular approach to learning vocabulary among the participants, using realia and association were identified as cognitive strategies by Schmitt (2000). Schmitt emphasized that cognitive strategies refer to strategies that are related to unconscious features of vocabulary learning strategies and

not related to mental operations. The benefits of using association technique in learning vocabulary to preparatory school students of English were categorized as use of association increase students' level of classroom participation and motivation, usage of association helps students' vocabulary learning process, usage of association helps students to improve communication and cooperation, usage of association helps to establish an enjoyable and relaxed atmosphere.

With respect to these strategies, it can be understood that the majority of the participants use memory strategies. We came up with the facts that make a sentence study a word, use images and memorize the words by using association technique.

According to a recent study by Alexander and Shea (2011: 95-103), the four key elements that facilitate vocabulary development: the activation of prior knowledge, consideration of the relationships between concepts, comparison, and contrast of familiar concepts and student generation of meaning.

### **5.3 Suggestions for Further Research**

This study was conducted at KTO Karatay University with only 61 students. It could have been done with more students and at different colleges and universities. Also, this study was done for intermediate students but further studies could be conducted by participants from different levels. Another suggestion is about the process. This study was conducted in a term period of 6 weeks. This study can be carried out for at least two semesters for further research.

What is more, this research was carried out only with the students, however, for further research; it could be done with teachers and administrative people of colleges and universities.

Students could be directed to create their own vocabulary notebooks and study on the words more.

### **5.4 Limitations of the Study**

In the research, it was seen that there are several limitations of the study. First of all, the study was carried out at KTO Karatay University, Preparatory School of Foreign

Languages, and the participants included preparatory students who were taking intensive English course when the data collection instruments were conducted. The findings of this study are limited to the data collected from 61 students; therefore the results cannot be generalized to different groups of students in other educational settings. So, the results are valid only for the related students.

Another limitation of the study was conducted only for 6 weeks. Also, all the students were studying at KTO Karatay University, in Konya. The another limitation is the characteristics of the Vocabulary Levels Test (VLT). It evaluates vocabulary proficiency in terms of the number of target vocabularies. So, the findings in respect to the relationship between VLS and vocabulary proficiency are valid merely for the target vocabulary proficiency.

### **5.5 Results**

According to the results of pre-test, the experimental group, and the control group had a similar level of English in terms of proficiency in English. This is an important finding in that without this condition being settled, no finding could be attributed to the strategy training given to the experimental group for six weeks. At the end of six weeks of instruction, there were important differences in the post-test results of the experimental and the control groups. Both groups benefited from instruction on explicit vocabulary learning. However, the significant difference of the post-test results between the experimental group and control group shows the impact of strategy instruction on the experimental group.

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## APPENDICES

### Appendix A

#### Vocabulary Learning Strategies Questionnaire

Dear Students,

This questionnaire is given in order to collect data concerning how you learn English words. The data collected through this questionnaire will be used in a master thesis on Vocabulary Learning Strategies. The aim of this study, conducted at the KTO Karatay University for MA program, is to determine which vocabulary strategy will be used for you according to your needs. Your answers to the questionnaire will be kept completely confidential and will not be revealed to the third persons. The questionnaire does not have right or wrong answers. Therefore, while answering the questions, please do not indicate what should be done or what you would like to do, but what you actually do in real life situations. For the success of the investigation, please do not leave out any questions and give genuine answers. You will answer two questions for each statement: one on how often you use the particular strategy and the other on to what extent you find that strategy useful.

Please put a tick ✓ for the answer that is most appropriate for you.

If you would like to get further information about this questionnaire, please feel free to send me an e-mail. Thank you for your participation.

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	How frequently do you use this strategy?					To what extent do you find it useful?				
	never	seldom	Sometimes	Often	veryoften	not useful	notsure	quite useful	veryuseful	extremely useful
1. I plan my vocabulary learning.										
2. I find out how to improve vocabulary learning by reading books on vocabulary learning and asking teachers or my classmates.										
3. I plan my schedule so that I have enough time for learning vocabulary.										
4. I revise the new words I have learnt										
5. I think about my progress in learning vocabulary.										
6. When I meet a word I have recently learnt in reading, I pay particular attention to its new usage and new meaning.										
7. I learn new words at every opportunity.										
8. I pay attention to the new words and expressions used by my teachers and classmates.										
9. I learn new words from course books, handouts or anything written in English inside school.										
10. I increase my vocabulary by studying the dictionary.										
11. I increase my English vocabulary by studying word lists e.g. lists at the back of course books and readers.										
12. I increase my English vocabulary by reading stories, newspapers, magazines etc. outside class.										
13. I play games in English to learn more new words.										
14. I learn new words from all kinds of materials in English outside school e.g. forms, road signs and programs										

	How frequently do you use this strategy?					To what extent do you find it useful?			
	never	seldom	Sometimes	often	veryoften	not useful	notsure	quite	veryuseful
15. I ask the meaning of the new words to people around me (to my teacher, my classmates, etc.).**									
16. When I meet new words in a text, I guess their meaning without looking up the dictionary.									
17. When I meet new words in a text, I look up the dictionary without guessing.									
18. When I meet new words in a text, I guess their meaning and then look up the dictionary.									
19. I ignore the new words.***									
20. When I meet new words in a text, I guess their meaning by looking at the part of speech of the new words e.g. noun, adjective etc.									
21. When I meet new words in a text, I guess their meaning by looking at the affixes and the roots e.g. un-happi-ness.									
22. When I meet new words in a text, I guess their meaning by checking the L1 cognates e.g. I link the English word "reaction" to Turkish word "reaksiyon".**									
23. When I meet new words in a text, I guess their meaning by analyzing any available pictures or gestures accompanying the word.**									
24. When I meet new words in a text, I guess their meaning by looking at the relationship between the new word and other words in the same sentence e.g. If the new word is an adjective, what is the noun it describes?									

	How frequently do you use this strategy?					To what extent do you find it useful?				
	never	seldom	sometimes	often	very often	not useful	not sure	quite useful	very useful	extremely useful
25. When I meet new words in a text, I guess their meaning by looking at the relationship between the sentence the word is in and other sentences in the paragraph as signaled by linking words e.g. but, however, firstly etc.										
26. When I meet new words in a text, I guess their meaning by considering the main idea of the passage.										
27. When I meet new words in a text, I use my experience and common sense to guess their meaning.										
28. I use an English dictionary to find out the meaning of a new word.										
29. I use an English–Turkish, Turkish–English dictionary to find out the meaning of a new word.										
30. I learn the pronunciation of the new word by using the dictionary.										
31. I use the dictionary to find out all the meanings of the new word.										
32. When I am not able to understand a word because it gained a new meaning in a text, I use the dictionary.										
33. I use the dictionary to find out the part of speech of the new word e.g. verb, noun etc.										
34. I use the dictionary to find out the derived forms of the new word e.g. inform/information; embarrass/embarrassment.										
35. I use the dictionary to find out the grammatical patterns of the word e.g. interested <u>in</u> ; like <u>to go</u> etc.										

	How frequently do you use this strategy?					To what extent do you find it useful?				
	never	seldom	Sometimes	often	veryoften	not useful	notsure	quiteuseful	veryuseful	extremely useful
36. I use the dictionary to find out the collocational patterns of the word ( <i>business journey</i> or <i>business trip</i> ?).										
37. I use the dictionary to find out the frequency of the word i.e. whether it is a common or rare word.										
38. I use the dictionary to find out the appropriate usage of the word e.g. old/modern usage, American/British usage; formal/informal usage etc.										
39. I put the new words I intend to learn in my mind without writing them down. ***										
40. I mark the new words I intend to learn so that I can focus on them e.g. underlining, circling, color-coding etc.										
41. I keep a vocabulary notebook.**										
42. I put English labels on physical objects or write the new English words on small papers and hang them on the wall. **										
43. I link new words to my own life.**										
44. I draw pictures to remember the new words or I associate the new words with some										
45. I group words that are related to help myself remember them.										
46. I draw semantic maps.**										
47. I use repetition to commit new words to										
48. I repeatedly say the word aloud.										
49. I repeatedly say the word in my mind.										
50. I repeatedly spell the word in my mind.										
51. I repeatedly write the word.										
52. To remember a word, I analyze it by breaking it into sound segments e.g. re- <i>pli</i> - <i>cate</i> .										



	How frequently do you use this strategy?					To what extent do you find it useful?				
	never	seldom	Sometimes	often	veryoften	not useful	not sure	quite	veryuseful	extremely useful
53. To remember a word, I analyze it by breaking it into meaningful parts e.g. birth-day.										
54. To remember a word, I analyze it by breaking it into prefix, root and suffix e.g. il- legal, cycl-ist.										
55. I try to remember the sample sentencescontainingthenew word.**										
56. I use association to help myself remember new words.										
57. I link the word to a visual image in my mind e.g. the shape of the word, the picture of the word etc.										
58. I link the word to another English word with similar sound e.g. family/familiar, goat/coat.										
59. I link the word to a Turkish word with similar sound e.g. car-kar.										
60. I use sound and meaning associations. For example, I link the new word to a Turkish word which sounds similar. Then I form a mental image based on the interaction of the meanings of the new word and the word to help me remember the sound and the meaning of the new										
61. I use the peg method (linking the word to one that rhymes with it) to learn the word, for example: two is a shoe, three is a tree, four is a door ...**										

\* This questionnaire is adapted from Fan (2003) and Tezgiden (2006).

\*\* Items taken or adapted from Schmitt (1997).

\*\*\* Reversely scored items.

**1. What kind of high school did you graduate from?**

- a) High school                      b) Super high school  
c) Anatolian high school      d) Other \_\_\_\_\_

**2. Did you study at the preparation class before?**

- a) Yes                                  b) No

**3. Do you know any other foreign languages other than English?**

- a) Yes(\_\_\_\_\_please indicate)  
b) No

**4. Please indicate any other vocabulary learning strategies**

**you use other than those stated here:**

## Appendix B

### Kelime Öğrenme Stratejileri Anketi

Sevgili Öğrenciler,

Dil Öğrenme Stratejileri Envanteri İngilizce'yi Yabancı Dil olarak öğrenenler için hazırlanmıştır.Bu envanterde İngilizce öğrenmeye ilişkin ifadeler okuyacaksınız.Anketten elde edilen bilgiler Kelime Öğrenme Stratejileri konulu bir yüksek lisans tezinde kullanılacaktır. Necmettin Erbakan Üniversitesi İngiliz Dili Eğitimi yüksek lisans programı çerçevesinde yapılmakta olan bu araştırmanın amacı üniversite öğrencilerinin kullandıkları kelime öğrenme stratejileri hakkında bilgi edinmesinden sonra öğrencileri kelime öğrenme stratejilerini ne zaman, ne amaçla, nasıl kullanacakları konusunda aydınlatarak İngilizce kelime öğrenme sürecini daha kolay ve etkin hale getirmektir. Verilen ifadenin, nasıl yapmanız gerektiği ya da başkalarının neler yaptığı değil, sadece sizin yaptıklarınızı işaretleyiniz. Bu ankete vereceğiniz cevaplar kimseyle paylaşılmayacak, başka hiç bir amaçla kullanılmayacaktır.Anketin amacı gerçekte neler yaptığımızla ilgili olacaktır.Sorulara samimi şekilde cevap veriniz.Ankette her bir stratejiyi hangi sıklıkta kullandığınıza ve bu stratejiyi ne ölçüde yararlı bulduğunuza ilişkin sorular yer almaktadır.Lütfen size uygun olan seçeneğe ✓ işareti koyunuz.Anketi cevaplandırmak yaklaşık 20-25 dk. alır.Bu araştırma ve sonuçları ile ilgili daha ayrıntılı bilgi edinmek isterseniz nida.unalan@karatay.edu.tr adresine e-posta atabilirsiniz.Katılımınız için teşekkür ederim.

Nida GÜRBÜZ KTO Karatay Üniversitesi –İngilizce Hazırlık Sınıfı Okutmanı

	Bu stratejiyi hangi sıklıkta kullanıyorsunuz?					Bu stratejiyi ne ölçüde yararlı buluyorsunuz?				
	Hiçbir zaman	nadiren	bazen	sık sık	hemen her zaman	yararlı	emin değilim	oldukça yararlı	çok yararlı	sonderece yararlı
1. Kelime öğrenmek için plan yaparım.										
2. İngilizce kelime bilgimi nasıl geliştireceğimi öğrenmek için kelime öğrenimi üzerine yazılan kitapları okur, öğretmenlerime ve arkadaşlarıma sorular sorarım.										
3. Ders programımı kelime öğrenmeye zaman ayıracak şekilde yaparım.										
4. Öğrendiğim yeni kelimeleri belirli zaman aralıklarıyla gözden geçiririm.										
5. Kelime öğrenmek konusunda ilerleme kaydedip kaydetmediğimi düşünürüm.										
6. Yeni öğrendiğim bir sözcükle başka bir metinde karşılaştığımda oradaki yeni kullanımına ve yeni anlamına özellikle dikkat ederim.										
7. Önüme çıkan her fırsatta yeni sözcükler öğrenirim.										
8. Öğretmenlerimin ve sınıf arkadaşlarımin kullandıkları yeni kelime ve ifadelere dikkat ederim.										
9. Ders kitaplarından, teksirlerden ya da okul içinde İngilizce olan her şeyden yeni sözcükler öğrenirim.										
10. Sözlük çalışarak kelime bilgimi artırmaya çalışırım.										
11. İngilizce kelime bilgimi ders kitaplarının arkasında yer alan ya da kendi hazırladığım kelime listelerini ezberleyerek artırırım.										
12. İngilizce kelime bilgimi ders dışında hikâye kitapları, gazete, dergi, vs. okuyarak artırırım.										





	Bu stratejiyi hangi sıklıkta kullanıyorsunuz?					Bu stratejiyi ne ölçüde yararlı buluyorsunuz?				
	hiçbir zaman	nadiren	bazen	sık sık	hemen her zaman	yararlı değil	emin değilim	oldukça yararlı	çok yararlı	son derece yararlı
30. Yeni karşılaştığım bir sözcüğün telaffuzunu sözlüğe bakarak öğrenirim.										
31. Sözlüğe yeni öğrendiğim sözcüğün bütün anlamlarını öğrenmek için bakarım.										
32. Daha önceden bildiğim bir sözcüğün belirli bir metin içinde kazandığı anlamı anlayamıyorsam sözlüğe bakarım.										
33. Sözlüğe bilmediğim bir sözcüğün türünü (isim, fiil, sıfat, vb.) öğrenmek için bakarım.										
34. Sözlüğe bir sözcükten türeyen öteki sözcükleri öğrenmek için bakarım (örneğin inform/information).										
35. Sözlüğe bir sözcüğün gramer özelliklerini (örneğin fiillerin ikinci, üçüncü hallerini, sözcüklerin hangi preposition'larla kullanıldıklarını, vs.) öğrenmek amacıyla bakarım.										
36. Sözlüğe bir sözcükle birlikte kullanılan öteki kalıplaşmış sözcükleri/deyimleri öğrenmek için bakarım (örneğin <i>business journey</i> mi denir, <i>business trip</i> mi?).										
37. Sözlüğe sözcüklerin kullanım sıklıklarını, yaygın olarak mı yoksa nadiren mi kullanıldıklarını öğrenmek için bakarım.										





	Bu stratejiyi hangi sıklıkta kullanıyorsunuz?					Bu stratejiyi ne ölçüde yararlı buluyorsunuz?				
	hiçbir zaman	nadiren	bazen	sık sık	hemen her zaman	yararlı değil	emin değilim	oldukça yararlı	çok yararlı	son derece yararlı
52. Yeni öğrendiğim bir sözcüğü hatırlayabilmek için sözcüğü hecelerine ayırırım.										
53. Yeni öğrendiğim bir sözcüğü hatırlayabilmek için onu anlamlı bölümlere ayırırım (örneğin birthday).										
54. Yeni öğrendiğim bir sözcüğü hatırlayabilmek için onun önekini, son ekini ve kökünü incelerim (örneğin il-legal, cycl-ist)										
55. Yeni öğrendiğim sözcüğü içeren örnek cümleleri aklımda tutmaya çalışırım.**										
56. Yeni sözcükleri hatırlamamı kolaylaştırması için çağrışımlardan yararlanırım, örneğin holiday sözcüğünü öğrenirken bu sözcüğü hatırlamam kolay olsun diye çağrıştırdığı şeyleri düşünürüm.										
57. Yeni öğrendiğim sözcüğü hatırlayabilmek için zihnimde sözcüğe ilişkin görsel bir imge (örneğin öğrendiğim sözcük somut bir nesneyi ifade ediyorsa o nesneyi canlandırırım.										
58. Yeni öğrendiğim sözcüğü İngilizcedeki benzer sesli başka bir sözcükle bağdaştırırım (örneğin family/familiar, goat/coat).										
59. Yeni öğrendiğim sözcüğü Türkçedeki benzer sesli bir sözcükle bağdaştırırım. (örneğin car-kar)										

	Bu stratejiyi hangi sıklıkta kullanıyorsunuz?					Bu stratejiyi ne ölçüde yararlı buluyorsunuz?				
	hiçbir zaman	nadiren	bazen	sık sık	hemen her zaman	yararlı değil	emin değilim	oldukça yararlı	çok yararlı	son derece yararlı
60. Ses ve anlam çağrışımlarından yararlanırım. Örneğin, yeni sözcüğü benzer sesli Türkçe bir sözcükle bağdaştırır, sonra yeni sözcüğün anlamıyla Türkçe sözcüğün anlamının etkileşimine dayanarak zihnimde bir imge/resim yaratırım, böylece yeni sözcüğün anlamını da telaffuzunu da daha kolay hatırlarım. Örneğin İngilizce’de zindan anlamına gelen <i>dungeon</i> sözcüğünü zindandaki bir mahkumun zindanda bulunan suborusuna vurarak DAN ve CIN seslerini çıkardığını düşünürüm, böylece <i>dungeon</i> sözcüğünün zindan anlamına geldiğini aklımda tutarım.***										
61. Yeni öğrendiğim kelimeleri aklımda tutmak için kafiyeler türetirim (two is a shoe, three is a tree, four is a door ...).**										

\* Bu anket Fan’dan (2003) adapte edilmiştir.

\*\* Schmitt’dan (1997) alınan ya da adapte edilen maddeler.

\*\*\* Bu maddedeki örnek Duyar’dan (1996) alınmıştır.

\*\*\*\* Bu maddelerin puanları 5’den 1’e doğru verilmiştir.

**1. Mezun olduđunuz lise türü:**

- a) Lise b) Süper Lise c) Anadolu Lisesi d) Özel lise e) Diđer

\_\_\_\_\_

**2. Daha önce hazırlık okudunuz mu?**

- a) Evet b) Hayır

**3. İngilizce'den başkayabancı dil biliyor musunuz?**

- b) Evet(\_\_\_\_\_ Lütfen belirtiniz)  
c) Hayır

**4. Bu ankette yer alan kelime öğrenme stratejileri dışında kullandığınız başka bir strateji varsa lütfen belirtiniz:**

## Appendix C

## Comments of Experimental Group Students

## Student 1

Kelimeleri cümle içinde kullanarak çalışmak akılda kalıcı olduğunu arttırıyor. Ayrıca bir kelime hakkında düşünmemizi sağlıyor iyi bir yöntem

## Student 2

Bence bu teknikle kelimeleri daha iyi öğreniyorum. kelimeler akılda daha kalıcı oluyor. İngilizce kelimeyi gördüğümde hemen aklımda o kelimenin anlamı sağırıyor. Bence bu teknik öğretici.

## Student 3

Bu aktiviteler hem çok eğlenceli hemde çok öğretici oldu. Bu aktiviteler sayesinde kelimeleri daha iyi öğrenme yöntemi öğrendim kelime ezberlemek normalde sıkıcı bir şeydir. Ama bu tarz bir yöntemle sıkılmadan öğrenmiş oldum.

## Student 4

Bazı yeni kelimeler öğrendik  
 Tabii İngilizce anlamları ile,  
 Bu kelimelerin es ve zıt anlamlarına  
 gelen diğer kelimelerde öğrendik.  
 Bu bazen zihinsel acıdan yarucu  
 olsada gayet yararlı.

## Student 5

Bu yaptığımız aktiviteler  
 kelime öğrenmeye yardımcı  
 oldu. 2. ve 4. aktive okıldaki  
 farklı kelimelerle bir şey  
 karşılaştırıyor. Kelimeler akılda  
 kalıyor. Bu aktiviteler daha  
 fazla yapılmalı.

## Student 6

Çok güzel ve öğreticiydi.  
 Kağıttan sadece anlamına bakarak  
 ezberlemeye göre daha akılda  
 kalıcıydı. Bize daha faydalı oldu.

## Student 7

Bu aktivite alınacak kelime-  
leri kağıda dökmemi  
sağladı ve birbirine benzet-  
tiğim kelimelerin altında  
alakasız olduğunu anladım.  
Etkinlikler içinde en  
eglençli etkinlikti.

## Student 8

Kelime öğrenmek sadece anlamını ezberlemekle  
olmuyor. Kelimeleri görsel halde, bir eşya, nesne ile bağ-  
daştırarak kelimenin hafızada daha uzun süre kalmasını  
çok faydalı oluyor. Hem zeki oluyor hem de öğrenmesi  
kolay oluyor.

## Appendix D

## PRE-TEST

**Match each word to the definition.**

- |                      |  |
|----------------------|--|
| 1. Purpose<br>wealth | a) something a country has and can use to increase its |
| 2. Grant<br>specific | b) money was given to people to do something           |
| 3. Resource          | c) the thing you want to achieve                       |
| 4. Considerably      | d) very much   |
| 5. Compensate        | e) do something to make a situation                    |

**Choose the correct word to complete each of the following sentences.**

Unique	Feature	Code
--------	---------	------

6. Some actors use surgery to change their \_\_\_\_\_ in order to look younger.
7. Everyone's fingerprints are \_\_\_\_\_. In other words, no one has exactly the same fingerprints.
8. Identity thieves often need to know your zip \_\_\_\_\_ in order to use your credit card.

**Match the SYNONYM of the words.**

- |                 |                      |
|-----------------|----------------------|
| 9. Restrict     | a) stop, limit       |
| 10. Reliance    | b) confidence, trust |
| 11. Community   | c) society           |
| 12. Distinctive | d) special           |
| 13. Diverse     | e) different, varied |

**The following words are italicized in the text. For each item, mark the choice that gives its ANTONYM in that meaning.**

14. Expand (v)  
a) Access      b) become narrow      c) widen
15. Fundamental (adj)  
a) Unimportant      b) important      c) significant
16. Confirm (v)

a) Support

b) approve

c) disapprove

**damage- addiction - switch off – instructors - mind**

However, there are some drawbacks. It <sup>17</sup> \_\_\_\_\_ the social life of families and friends. People text messages to each other even when they are at the same room. They don't look each other's face when they speak. When people don't have their mobiles in their hand, they feel something is missing. It causes a kind of <sup>18</sup> \_\_\_\_\_. It leads to some health problems. It spreads radiation and scientists suggest that we should <sup>19</sup> \_\_\_\_\_ mobiles when we sleep. It's also a nightmare for <sup>20</sup> \_\_\_\_\_ during the lessons because students do not give their focus to the lesson and they play with their smart phones. Even if they warn students several times, some students don't <sup>21</sup> \_\_\_\_\_ and they usually fail because of that.

**Read the following sentences and circle the correct word to complete each one.**

22. Children are often very **affectionate** (showing loving behavior/ dependent) with their grandparents. They give them hugs and kisses.

23. The horse was very **docile** (strong/ easy to control). He ate carrots from the child's hand and let her pet him.

24. A mother lion looks after her **offspring** (prey/ babies) for about two years after they are born.

25. Laptops and cell phones have **accelerated** (made faster/ made more efficient) the shift to digital communication.

26. Admission to the university is based **solely** (only/ partly) on a student's test scores.



## Appendix E

## Post-test

**Match each word to the definition.**

- |               |                        |
|---------------|------------------------|
| 1. Addiction  | a) refund, repay       |
| 2. Switch off | b) baby                |
| 3. Mind       | c) a habit of activity |
| 4. Instructor | d) end, close          |
| 5. Compensate | e) pay attention to    |
| 6. Offspring  | f) teacher, lecturer   |

**Choose the correct word to complete each of the following sentences.**

<b>Resource</b>	<b>Grant</b>	<b>Restrict</b>	<b>Distinctive</b>	<b>Affectionate</b>
-----------------	--------------	-----------------	--------------------	---------------------

7. Students received a research \_\_\_\_\_ for the project because the research cost too much money.
8. They have brought in new laws to \_\_\_\_\_ the sale of cigarettes.
9. Grandparents are often very \_\_\_\_\_ with their grandchildren. They give them hugs and kisses.
10. We know Mars as the Red Planet because of its \_\_\_\_\_ colour.
11. Britain's mineral \_\_\_\_\_ are coal and gas deposits.

**Match the SYNONYM of the words.**

- |                  |                             |
|------------------|-----------------------------|
| 12. Expand       | a) accept                   |
| 13. Confirm      | b) aim                      |
| 14. Considerably | c) widen                    |
| 15. Community    | d) public, society          |
| 16. Purpose      | e) important, significantly |
| 17. Zip Code     | f) postal code              |

**Circle the ANTONYM of the words.**

18. Unique (adj)  
 a) One and only    b) common    c) uncommon
19. Damage (v)  
 a) improvement    b) harm    c) loss
20. Reliance (n)  
 a) confidence    b) trust    c) distrust

21. Diverse (adj)

- a) different                      b) same, similar                      c) various

22. Fundamental (adj)

- a) inessential                      b) essential                      c) important

**Read the following sentences and circle the correct word to complete each one.**

23. One of the scientists said that when he gave the chemical to laboratory rats, they would become completely **docile** (strong/ easy to control).

24. The airplane **accelerates** (begins to move quickly/ begins to move efficiently) in the dive and it appears extremely fast in the sky.

25. Smoking is **solely** (partly/only) responsible for the cancer epidemic. There is no other reasons for this illness.

26. The town's main features (qualities/opinions) are its beautiful mosque and ancient marketplace.

---

## Appendix F

## Activities' Samples

**ACTIVITY 2**

Work in groups of four. Associate each target word with meaning-related words.

<i>Target Word</i>	<i>Meaning-related words</i>
Grant	
Considerably	
Compensate	
Feature	
Reliance	
Distinctive	
Expand	
Fundamental	
Addiction	
Switch off	
Mind	
Affectionate	
Solely	
Disorder	
Treatment	
Recover	
Complain	
Appear	
Goal	
Advice	

### ACTIVITY 3

Work in groups of two. Associate each target word with its synonym “=” or antonym “X” in the box.

Allowance	gift	significantly	stop	
Refusal		quality		loss
dependence		inessential	lose	
Insignificantly	greatly	little	penalize	
Repay	aim	extraordinary	distrust	
	special	Refund	common	Character
Trust	essential	Usual	widen	
decrease	reduce		confidence	
Major	minor	Doubt		grow
Close	warning	open	Friendly	Together
	loving	damage	tidy	operation
	unfriendly	only	care about	Mess
				Individually
pay attention to	start	regular	Repair	oppose
Accept	come out	show	leave	disappear
Suggestion	pay no attention		agree	untidy

<i>Target word</i>	<i>Synonym</i>	<i>Antonym</i>
Grant		
Considerably		
Compensate		
Feature		
Reliance		
Distinctive		
Expand		
Fundamental		
Addiction		
Switch off		
Mind		
Affectionate		
Solely		
Disorder		
Treatment		
Recover		
Complain		
Appear		
Poverty		
Goal		
Advice		

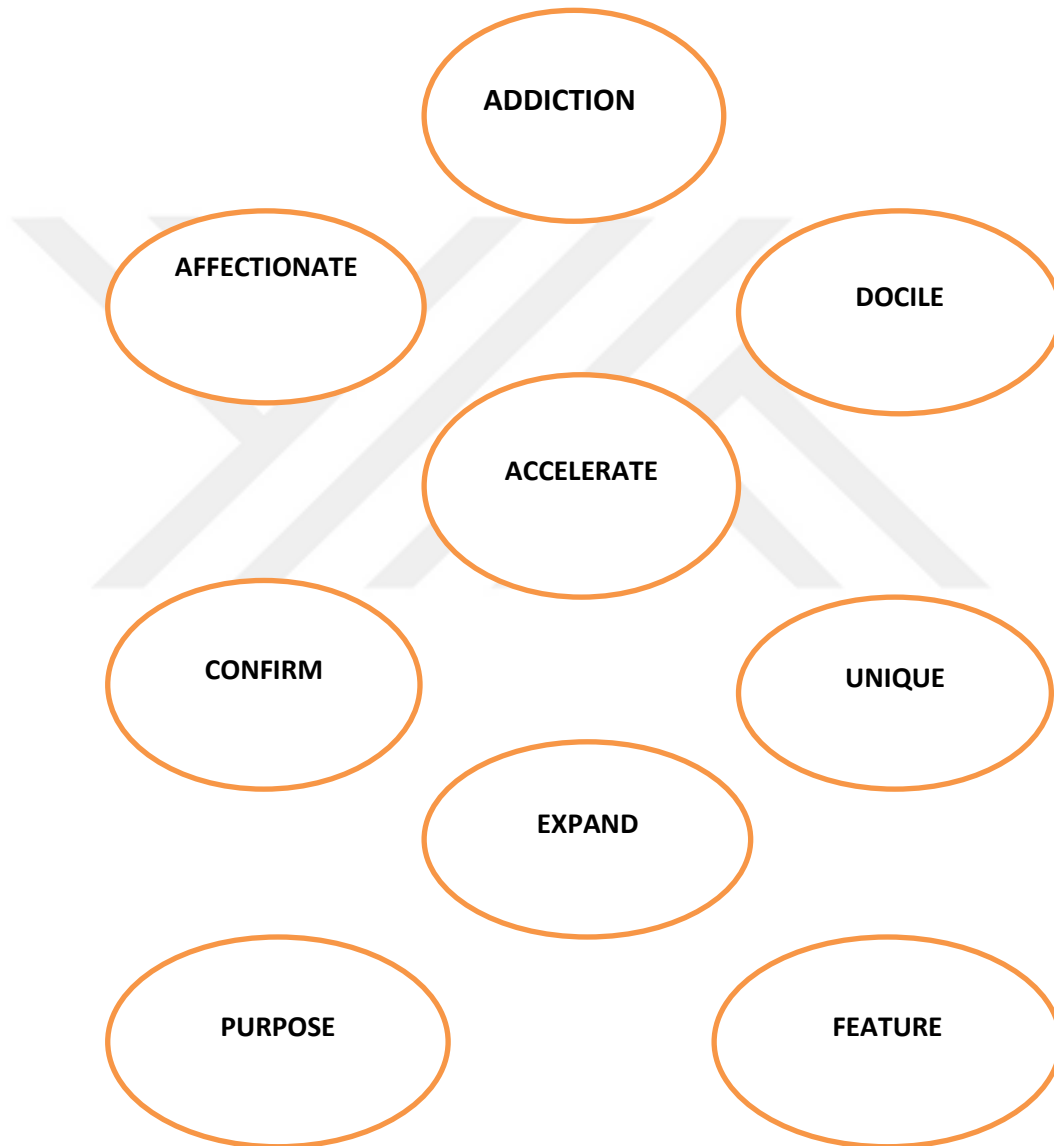
## ACTIVITY 4

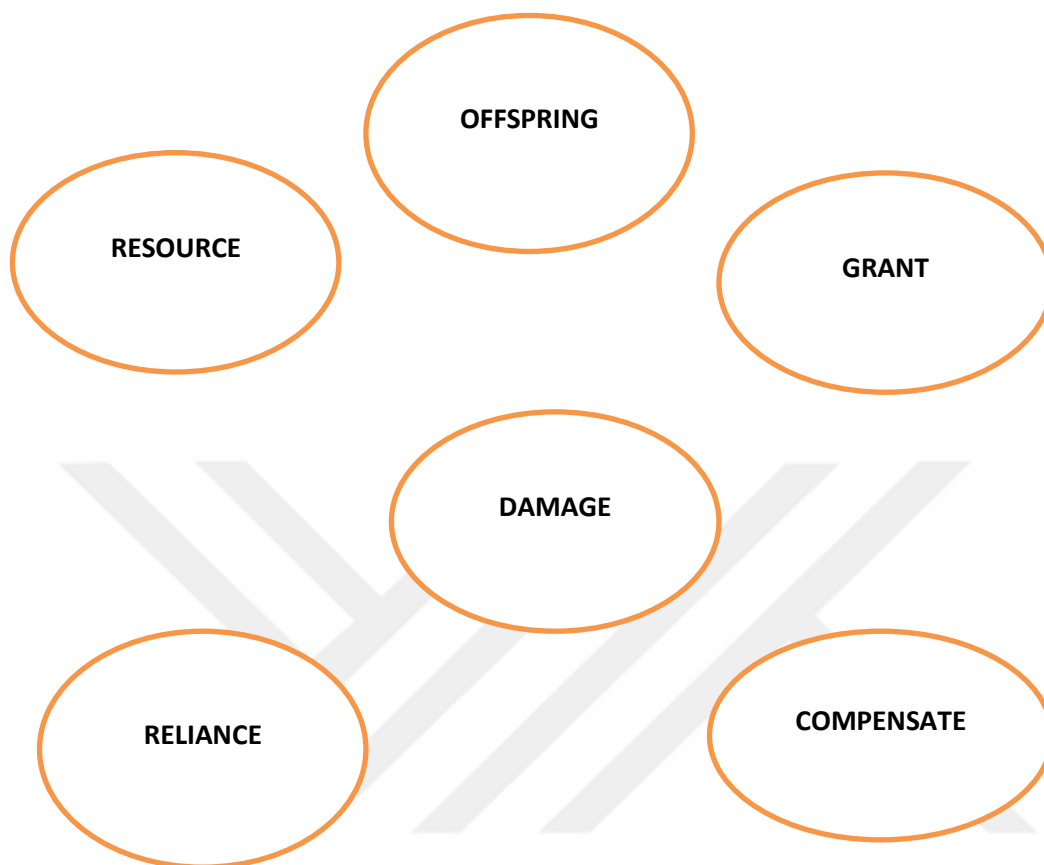
Work in groups of two. Choose at least 5 words from the list below and use “Keyword Method”. Describe the keyword and the image. Share your answers with the class.

<i>Target word</i>	<i>Keyword</i>	<i>Image/ Experience</i>
Purpose		
Resource		
Compensate		
Offspring		
Reliance		
Unique		
Instructors		
Fundamental		
Addiction		
Damage		
Mind		
Affectionate		
Docile		
Disorder		
Treatment		
Recover		
Restrict		
Accelerate		
Poverty		
Goal		
Advice		

## ACTIVITY 5

Work individually or in pairs. Make a word map for each word below. Add at least 4 words.







## Student 1

## ACTIVITY 2

Work in groups of four. Associate each target word with meaning-related words.

Target Word	Meaning-related words
Grant	donate, invest, helping foundation
Considerably	significant
Compensate	repair
Feature	character, quality
Reliance	safe, secure, confident
Distinctive	specific, unique, typical
Expand	increase
Fundamental	important
Addiction	waste of something
Switch off	charge
Mind	brain, idea
Affectionate	fond of, loving
Solely	alone, unsocial
Disorder	complex
Treatment	doctor, nurse, hospital, look after, cure
Recover	save
Complain	not be glad
Appear	lost
Goal	job, graduate
Advice	recommend

## Student 2

## ACTIVITY 2

Work in groups of four. Associate each target word with meaning-related words.

Target Word	Meaning-related words
Grant	donate, invest, helping foundation
Considerably	significant
Compensate	repair
Feature	character, quality
Reliance	safe, secure, confident
Distinctive	specific, unique, typical
Expand	increase
Fundamental	important
Addiction	waste of something
Switch off	change
Mind	brain, idea
Affectionate	fond of, loving
Solely	alone, unsocial
Disorder	complex
Treatment	doctor, nurse, hospital, look after, cure
Recover	save
Complain	not be glad
Appear	last
Goal	job, graduate
Advice	recommend

## Student 3

## ACTIVITY 2

Work in groups of four. Associate each target word with meaning-related words.

Target Word	Meaning-related words
Grant	donate, invest, helping foundation
Considerably	significant
Compensate	repair
Feature	character, quality
Reliance	safe, secure, confident
Distinctive	specific, unique, typical
Expand	increase.
Fundamental	important
Addiction	waste of something,
Switch off	charge,
Mind	brain, idea
Affectionate	fond of, loving
Solely	alone, unsocial
Disorder	complex
Treatment	doctor, nurse, hospital, look after, cure
Recover	save
Complain	not be glad,
Appear	lost,
Goal	job, graduate,
Advice	recommend

Student 1

ACTIVITY 3

Work in groups of two. Associate each target word with its synonym "=" or antonym "X" in the box.

Allowance	<del>gift</del>	<del>significantly</del>	stop
Refusal	quality	loss	<del>inessential</del>
dependence	<del>greatly</del>	little	penalize
insignificantly	extraordinary	<del>distrust</del>	
Repay	<del>special</del>	common	<del>essential</del>
<del>trust</del>	essential	<del>doubt</del>	<del>usual</del>
<del>decrease</del>	<del>reduce</del>	confidence	
<del>major</del>	<del>minor</del>	<del>doubt</del>	<del>grant</del>
<del>check</del>	warning	<del>together</del>	<del>friendly</del>
<del>loving</del>	damage	<del>operation</del>	protest
<del>unfriendly</del>	<del>unity</del>	<del>disagree</del>	<del>individually</del>
<del>pay attention to</del>	<del>regular</del>	<del>oppose</del>	
<del>accept</del>	<del>show</del>	leave	<del>disappear</del>
Suggestion	<del>agree</del>	<del>unitedly</del>	

Target word	Synonym	Antonym
Grant	gift, allowance	
Considerably	significantly	insignificantly
Compensate	refund, repay	
Feature	quality, character	
Reliance	trust, confidence	doubt, distrust
Distinctive	special	usual
Expand	grow, widen	reduce, decrease

## Student 1

## ACTIVITY 4

Work in groups of two. Choose at least 5 words from the list below and use "Keyword Method". Describe the key word and the image. Share your answers with the class.

Target word	Keyword	Image/ Experience
Purpose	goal, aim	My purpose by a car
Resource	book, library	internet.
Compensate	telafi etmek	wrong
Offspring	bedi, k8pek, tavsor	domesticated
Reliance	trust	lie
Unique	tek.	different.
Instructors	lecturer	Nide Hoca
Fundamental	funny	Dog funny (cartoon)
Addiction	bağımlılık	smoke
Damage	hasar	break a thing
Mind	against	care about.
Affectionate	sevecen	friendly
Docile	yumuşak başlı	claim
Disorder	turbulence	stir
Treatment	cure	doctor
Recover	save	policeman
Restrict	ban	Mandatory stipula-
Accelerate	speed	crash, lath
Poverty	poor	money.
Goal	purpose	aim
Advice	tavsiye	support

## Student 2

## ACTIVITY 4

Work in groups of two. Choose at least 5 words from the list below and use "Keyword Method". Describe the key word and the image. Share your answers with the class.

Target word	Keyword	Image/ Experience
Purpose	olm	Deal is your purpose of work
Resource	research	my big brother
Compensate	try again	return
Offspring	aimed	my father always say "aimed" me
Reliance	security	safe
Unique	pronunciation of unique	I'm
Instructors	intro	my big brother
Fundamental	mental	Gen Vilner
Addiction	needle, rubber	My group
Damage	storm	Gotis zero games on
Mind		nothing
Affectionate	emotional	mother
Docile	dog	my friend
Disorder	dis	together he seem <sup>different</sup>
Treatment	great	Game
Recover	injured	football
Restrict	don't touch	machine
Accelerate	speed	race
Poverty	poor	beggar
Goal	football	Game
Advice	lazy	my father, my big brother

## Student 3

## ACTIVITY 4

Work in groups of two. Choose at least 5 words from the list below and use "Keyword Method". Describe the key word and the image. Share your answers with the class.

Target word	Keyword	Image/ Experience
Purpose	amaç	
Resource	book,	kaynak
Compensate	capitalism	terazi, eşitlik
Offspring	animal	mart kedisi, yavru
Reliance		
Unique	specific	özel, sıradışı
Instructors	lecturer, manager	tamimat veren
Fundamental	show, stand up	Cem Yılmaz'ın stand up show
Addiction	drug, internet	telefona bağımlı olmak
Damage	traffic accident	kaçalar, kavgalar
Mind	brain, memory	akıl, hafıza, zeka
Affectionate	emotional	duygusal, merhametli, insanca
Docile	dog, human	uygul insanlar
Disorder	psychological problem	kafa karışıklığı
Treatment	illness, hospital	hastane, tedavi süreci
Recover	injure	sakatlıktan kurtulmak
Restrict	traffic signs	yasaklar
Accelerate	speed limit	yüksek hızlar, hızlanmak
Poverty		
Goal	purpose, education	bir şeyi önemsemek
Advice	friend, event	hoyol kırıklığı, dostluk

## Student 4

## ACTIVITY 4

Work in groups of two. Choose at least 5 words from the list below and use "Keyword Method". Describe the key word and the image. Share your answers with the class.

Target word	Keyword	Image/ Experience
Purpose amaç hedef	goal , dream	Be engineer
Resource kaynak	information , writer,	Eksi sözlük
Compensate <del>değistirmek</del>	change , different , new	future
Offspring <del>Yavr</del>	baby , small , sweet	happy , smile
Reliance güvenmek	safety , safe , relax	Police , family , love
Unique farklı	different , interesting	special
Instructors öğretmek	teacher	university
Fundamental önemli	important	serious
Addiction bağımlılık	cigarette , smoking	bad things
Damage zarar	dangerous , serious	cigarette
Mind akıl	brilliant	careful
Affectionate	happy	relax
Docile	lovely	baby ,
Disorder <del>Akı</del> <del>karışıklığı</del>	crowded	war
Treatment tedavi	hospital , cure , injure	Doctor , medicine
Recover iyileşmek	cure	healthy problem
Restrict	limit	determined
Accelerate	fast , speed	plane , race
Poverty	poor , not rich	money
Goal Hedef	effort , progress	imagine
Advice tavsiye	useful	relieve

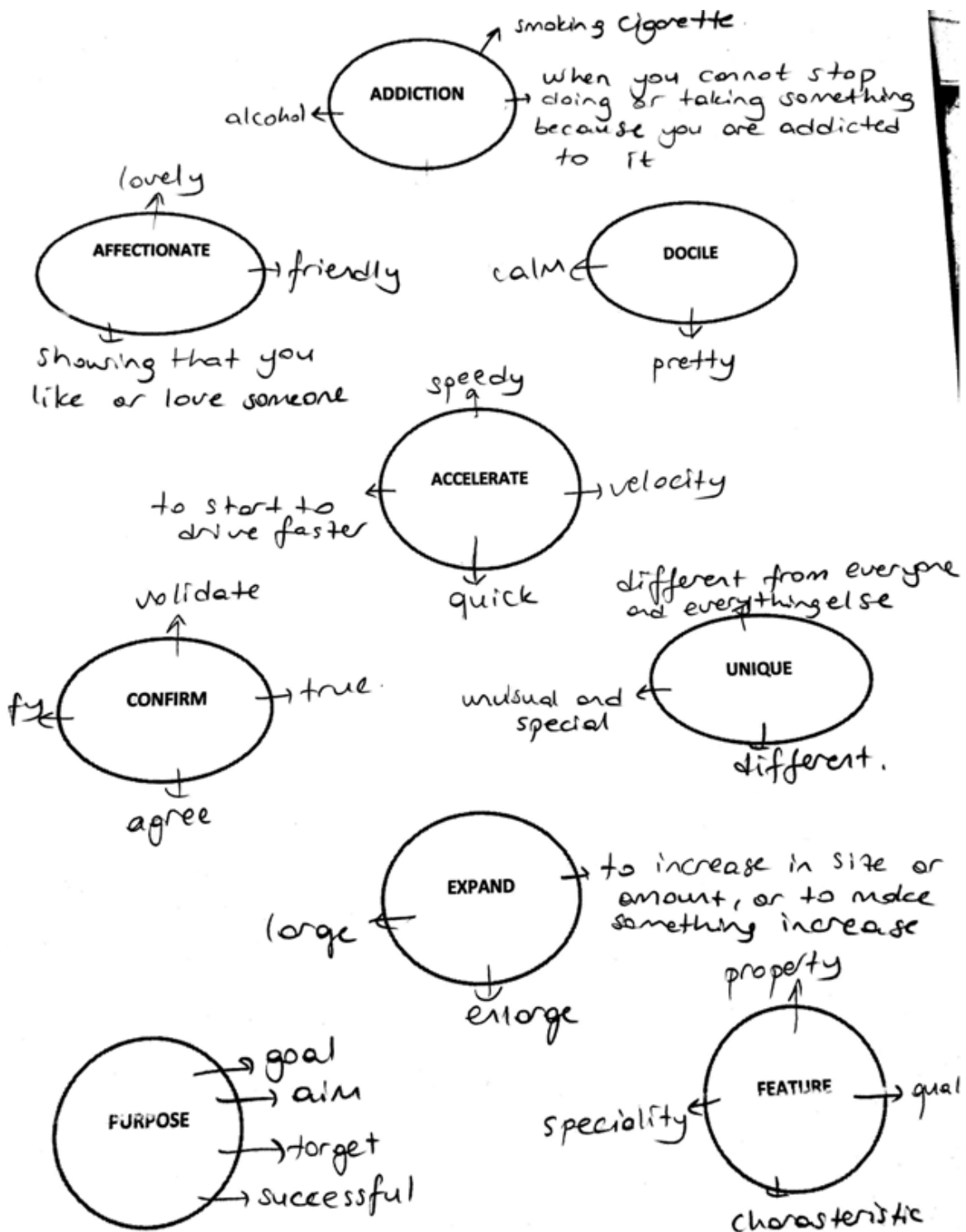


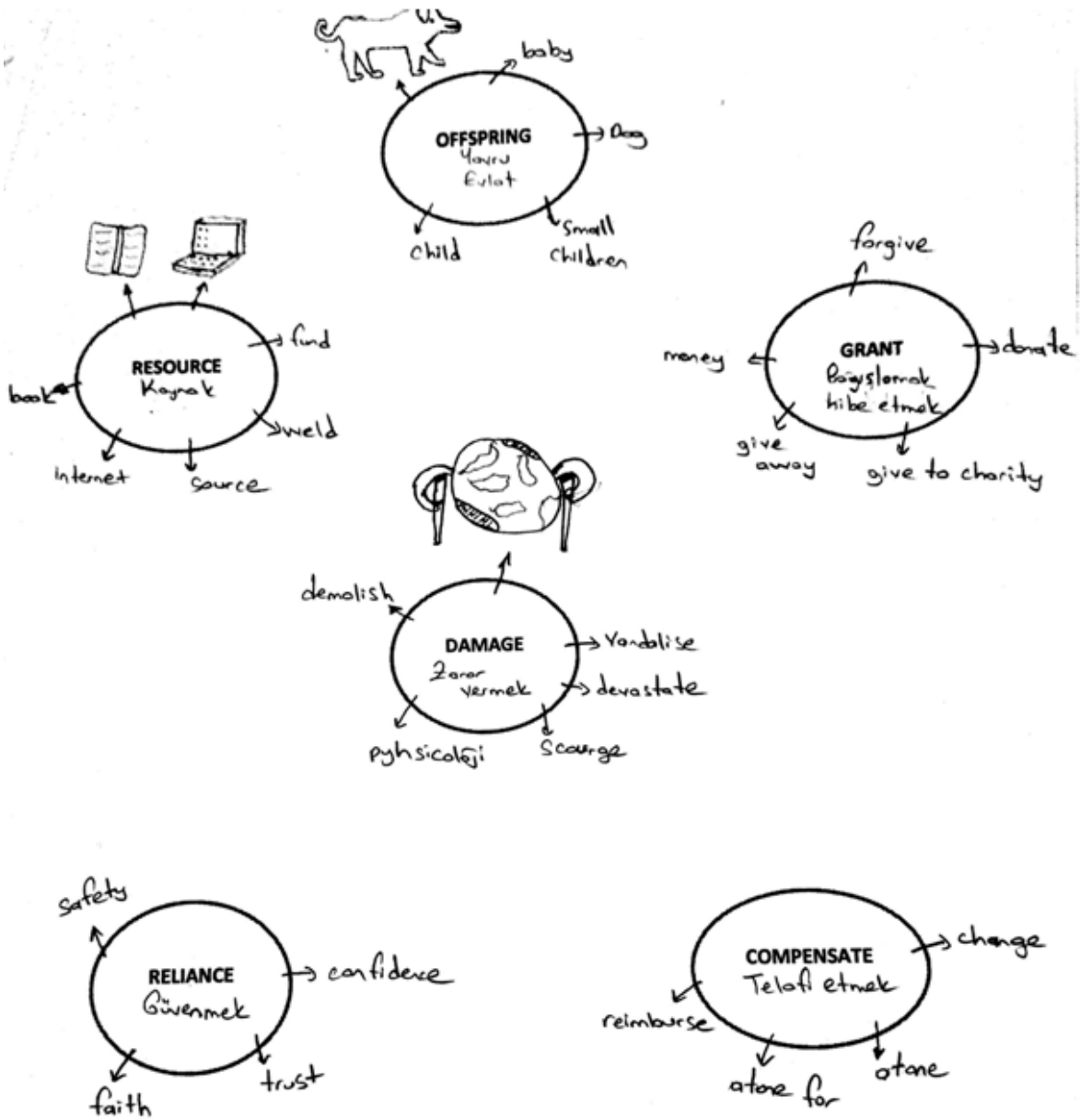
## Student 5

## ACTIVITY 4

Work in groups of two. Choose at least 5 words from the list below and use "Keyword Method". Describe the key word and the image. Share your answers with the class.

Target word	Keyword	Image/ Experience
Purpose	Goal	Ok - Yay - Merdivan
Resource	Kaynak	Etkili Kaynak Syu
Compensate	telafi etmek	Kapitalizm
Offspring	Devamı	Cihad Karadeniz
Reliance	Güven	
Unique	Speciall	Ceyhan
Instructors	Talimat	Fatih Terim
Fundamental	Önemli, temel	Cem Yılmaz
Addiction	Bağımlı	Telefon
Damage	Hasar	Oyun
Mind	Umrunda olmak	Sevgili
Affectionate	Sevgi göstermek	Alpisa
Docile	Karşılık	Kardesim
Disorder	Kafa Karışıklığı	Intermediate-3
Treatment	Tedavi	Albin
Recover	İyileşmek	Dino
Restrict	Yasaklamak	Dumanlı? Hava Sahası
Accelerate	Hızlanmak	Enes Eken
Poverty	Fakirlik	Kaan Kestlin
Goal	Purpose	Ricardo Quaresma
Advice	Tavsiye	Babam







T.C.  
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Eğitim Bilimleri Enstitüsü Müdürlüğü



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Lisans	SELÇUK ÜNİVERSİTESİ	İNGİLİZ DİLİ EDEBİYATI	KONYA	2008-2012
Yüksek Lisans				

Becerileri:	
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İlgi Alanları:	TYATRO, KİTAP OKUMA, SİNEMA, DRAMA, SPOR YAPMA VE LATİN DANSLARI
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İş Deneyimi:	2010 BİLİM KOLEJİ 2012-2013 SELÇUK ÜNİVERSİTESİ 2013 TÜRMAK LİSESİ 2014- KTO KARATAY ÜNİVERSİTESİ
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Aldığı Ödüller:	
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